# DOCUMENT RESUME

ED 380 969 EC 303 843

| | |
|---|---|
| AUTHOR | Carter, Susanne |
| TITLE | Prevention. Organizing Systems To Support Competent Social Behavior in Children and Youth. |
| INSTITUTION | Western Regional Resource Center, Eugene, OR. |
| SPONS AGENCY | Office of Special Education and Rehabilitative Services (ED), Washington, DC. |
| PUB DATE | Nov 94 |
| CONTRACT | H028-A30003 |
| NOTE | 406p.; Author of "Screening Section": Clay Starlin. |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01/PC17 Plus Postage. |
| DESCRIPTORS | *Behavior Disorders; Early Childhood Education; Early Intervention; Elementary Secondary Education; *Emotional Disturbances; High Risk Students; *Interpersonal Competence; *Intervention; *Prevention; Program Effectiveness; Social Behavior |

ABSTRACT

This guide presents strategies for the prevention of emotional/behavioral disabilities, beginning before birth and continuing into young adulthood. It focuses on strategies that promote competent social behavior, identification of risk factors in development of antisocial behavior, and interventions to prevent the development of antisocial behavior. Prevention programs that have been proven effective are described along with the family, school, and community strategies they use. Individual chapters address the following topics: bullyproofing, child care programs, classroom discipline, conflict mediation, cooperative classrooms, early childhood, ethnoviolence prevention, full service schools, gang prevention, home and school partnerships, mentoring programs, peers helping peers programs, prosocial strategies, safe classrooms, safe schools, schools as caring communities, schoolwide discipline, screening, sports/recreation programs, and violence prevention. Each chapter presents a composite of policies, best practices, model programs, and suggested strategies that have practical application for policy and program development. (Individual chapters contain references.) (DB)

***********************************************************************
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
***********************************************************************

## Organizing Systems to Support Competent Social Behavior in Children and Youth

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED 380 969

# Prevention

November 1994

Western Regional Resource Center
University of Oregon
Eugene, OR

EC 303843

*Organizing Systems to Support Competent Social Behavior in Children and Youth*

---

# Prevention

Author: Susanne Carter

Author of Screening Section: Clay Starlin

Layout & Word Processing: Myrrh Sagrada and Arlene Russell

November, 1994

Western Regional Resource Center
1268 University of Oregon
Eugene, OR 97403-1268

This document was developed by the Western Regional Resource Center, Eugene, Oregon, pursuant to Cooperative Agreement Number H028-A30003 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education. Nor does mention of tradenames, commercial products, or organizations imply endorsement by the U.S. Government. [TAA# 106-SED/BD]

# TABLE OF CONTENTS

Introduction .......... iii

Bully-Proofing .......... 1
Child Care Programs .......... 3
Classroom Discipline Plans .......... 9
Conflict Mediation Programs .......... 25
Cooperative Classrooms .......... 43
Early Childhood .......... 61
Ethnoviolence .......... 81
Full Service Schools .......... 93
Gang Prevention .......... 99
Home-School Partnerships .......... 113
Mentoring .......... 117
Peers Programs .......... 121
Prosocial Skills .......... 125
Safe Classrooms .......... 209
Safe Schools .......... 219
Schools as Caring Communities .......... 223
Schoolwide Discipline Plans .......... 229
Screening .......... 239
Sports/Recreation Strategies .......... 247
Violence Prevention Programs .......... 251

4

Appendix A
Early Childhood ........ 267

Appendix B
Full Service ........ 275

Appendix C
Gang Prevention ........ 283

Appendix D
Safe Schools ........ 307

Appendix E
Schoolwide Discipline ........ 315

Appendix F
Violence Prevention ........ 397

Improved school-juvenile court liaison
Family back-to-school week
Neighborhood Day
Vandalism watch on or near school grounds via mobile homes
Encouragement of reporting by CB users of observed vandalism
Community education programs
More and better programs for disruptive/disturbed youngsters

IX. State and federal *oriented*

Uniform violence and vandalism reporting system
State antiviolence advisory committee
Stronger gun-control legislation
Enhanced national moral leadership
Better coordination of relevant federal, state, community agencies
Strong antirepass legislation
More prosocial child-labor laws

Reprinted with permission from Goldstein, A. P., Harootunian, B., & Conoley, J. C. (1994). *Student aggression: Prevention, management, and replacement training.* New York: Guilford Press (pp. 14 - 16).

## EARLY INTERVENTION

Many programs intended to prevent or reduce juvenile delinquency have been unsuccessful. "Apparently the risk factors that make a child prone to delinquency are based in too many systems--including the individual, the family, and community networks--to make isolated treatment methods effective" (Zigler, Taussig, & Black, 1992, p. 997). Several longitudinal studies of early intervention programs, however, have shown that comprehensive early intervention strategies work to improve social behavior and act as a promising preventative for juvenile delinquency. "Among them, the effects of successful experiences early in childhood snowballed to generate further success in school and other social contexts; the programs enhanced physical health and aspects of personality such as motivation and sociability, helping the child to adapt better to later social expectations; and family support, education, and involvement in intervention improved parent's child-rearing skills and thus altered the environment where children were raised" (p. 1002). Parental participation in the intervention process, several studies demonstrated, helps families set up a proactive pattern of parent/program interaction which can last through the school years with positive impact.

Installing graffiti boards
Encouraging student-drawn murals
Painting lockers bright colors
Using ceramic-type, hard-surface paints
Sponsoring clean-up, pick-up, fix-up days
Paving or asphalting graveled parking areas
Using Plexiglas or polycarbon windows
Installing decorative grillwork over windows
Marking all school property for identification
Using intruder detectors (microwave, ultrasonic, infrared, audio, video, mechanical)
Employing personal alarm systems
Altering isolated areas to draw foot traffic

VI. Parent *oriented*

Telephone campaigns to encourage PTA attendance
Anti truancy committee (parent, counselor, student)
Parenting skills training
Parents as guest speakers
Parents as apprenticeship resources
Parents as work study contacts
Increased parent legal responsibility for children's behavior
Family education centers

VII. Security *personnel*

Police-K-9 patrol units
Police helicopter surveillance
Use of security personnel for patrol
Crowd control
Intelligence gathering
Record keeping
Teaching (e.g. law)
Counseling
Home visits
Development of school security manuals

VIII. *Community* oriented

Helping-hand programs
Restitution programs
Adopt-a-school programs
Vandalism prevention education
Mass media publication of cost of vandalism
Open school to community use after hours

III. Curriculum

Art and music courses
Law courses
Police courses
Courses dealing with practical aspects of adult life
Prescriptively tailored course sequences
Work-study programs
Equivalency diplomas
Schools with walls (partitioning)
Schools within schools
Learning centers (magnet schools, educational parks)
Continuation centers (street academies, evening high schools)
Minischools
Self-paced instruction
Idiographic grading

IV. Administrative

Use of skilled conflict negotiators
Twenty-four-hour custodial service
Clear lines of responsibility and authority among administrators
School safety committee
School administration-police coordination
Legal rights handbook
School procedures manual
Written codes of rights and responsibilities
Aggression-management training for administrators
Democratized school governance
Human relations courses
Effective intelligence network
Principal visibility and availability
Relaxation of arbitrary rules (regarding smoking, dressing, absences, etc.)

V. Physical school *alterations*

Installing extensive lighting
Blacking out all lighting
Reducing School size
Closing off isolated areas
Increasing staff supervision
Speeding up repair of vandalism targets
Monitoring electronically for weapons detection
Making safety corridors (school to street)
Removing tempting targets for vandalism
Recessing fixtures where possible

# ATTEMPTED SOLUTIONS TO SCHOOL VIOLENCE AND VANDALISM

## I. Student *oriented*

Diagnostic learning centers
Regional occupational centers
Part-time programs
Academic support services
Group counseling
Student advisory committee
Student patrols (interracial)
Behavior modifications: Contingency management
Time-out
Response cost
Contracting
Financial accountability
School transfer
Interpersonal skill training
Problem-solving training
Moral education
Values clarification
Individual counseling
More achievable reward criteria
Identification cards
Peer counseling
Participation in grievance resolution
Security advisory council
School safety committee

## II. Teacher *oriented*

Aggression-management training for teachers
Increased teacher-student nonclass contact
Teacher-student-administration group discussions
Low teacher-pupil ratio
Firm, fair, consistent teacher discipline
Self-defense training
Carrying of weapons by teachers
Legalization of teacher use of force
Compensation for aggression-related expenses
Individualized teaching strategies
Enhanced teacher knowledge of student ethnic milieu
Increased teacher-parent interaction

## THE RESPONSIBILITY OF SCHOOLS

Schools are not responsible for the negative social developments we are experiencing in our society; nor are schools responsible for their unfortunate effects. "Our schools cannot begin to solve these complex problems alone yet they are charged with educating all children and youth who come through the schoolhouse door" (Walker, Colvin, & Ramsey, in press). Although the origins of violence may not be changed by educators, violent behaviors and attitudes can be addressed in the educational setting. Teachers may not be able to fill the void of a child's home environment, but they can provide a foundation of love and acceptance, and they help children develop skills that are the building blocks of social competence and self-esteem. Students can learn to act prosocially just as they have learned to act antisocially. And, as many of the programs described in this document will show, schools can forge effective collaborations with community agencies and resources to provide social services and alternatives to violence to students and their families.

In response to increasing violence and challenging behaviors among students, American schools have proposed a number of potential solutions, including humanistic, behavioral, electronic, architectural, organizational, curricular, administrative, and legal approaches (Goldstein, Harootunian, & Conoley, 1994). The chart reprinted on pages xiv-xvii illustrates the diverse and often costly strategies schools have explored to address this immense problem. But the majority of these strategies have focused on the control and reduction of student aggression, with marginal, if any success, instead of prevention programs which can significantly decrease antisocial behavior in later years.

INDEPENDENCE

INDEPENDENCE

| Normal | Distorted | Absent |
|---|---|---|
| Autonomous | Dictatorial | Submissive |
| Confident | Reckless/Macho | Lacks Confidence |
| Assertive | Bullies Others | Inferiority |
| Responsible | Sexual Prowess | Irresponsible |
| Inner Control | Manipulative | Helplessness |
| Self-Discipline | Rebellious | Undisciplined |
| Leadership | Defies Authority | Easily Led |

Fighting against feelings of powerlessness, some youth assert themselves in rebellious and aggressive ways. Those who believe they are too weak or impotent to manage their own lives become pawns of others. These young people need opportunities to develop the skills and the confidence to assert positive leadership and self discipline.

GENEROSITY

GENEROSITY

| Normal | Distorted | Absent |
|---|---|---|
| Altruistic | Noblesse Oblige | Selfish |
| Caring | Overinvolved | Affectionless |
| Sharing | Plays Martyr | Narcissiastic |
| Loyal | Co-Dependency | Disloyal |
| Emphathic | Overinvolvement | Hardened |
| Pro-Social | Servitude | Anti-Social |
| Supportive | Bondage | Exploitative |

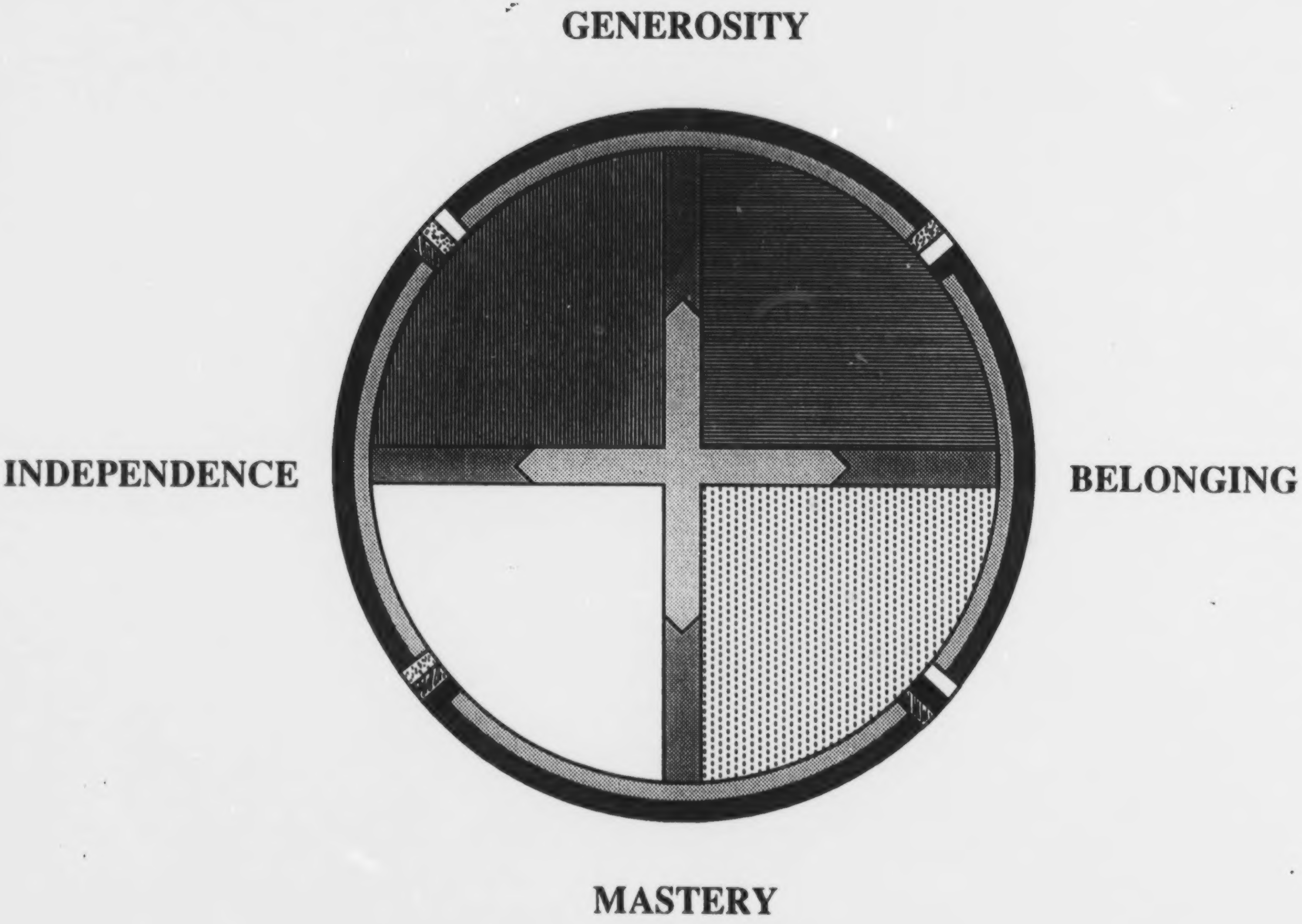
Without opportunities to give to others, young people do not develop as caring persons. Some may be involved in pseudo- altruistic helping or they may be locked in servitude to someone who uses them. Others plunge into life-styles of hedonism and narcissism. The antidote for this malaise is to experience the joys that accrue from helping others.

| Normal | Distorted | Absent |
|---|---|---|
| Attached | Gang Loyalty | Unattached |
| Loving | Craves Affection | Guarded |
| Friendly | Craves Acceptance | Rejected |
| Intimate | Promiscuous | Lonely |
| Gregarious | Clinging | Aloof |
| Cooperative | Cult Vulnerable | Isolated |
| Trusting | Overly Dependent | Distrustful |

Some youth who feel rejected are struggling to find artificial, distorted belongings through behavior such as attention seeking or running with gangs. Others have abandoned the pursuit and are reluctant to form human attachments. In either case, their unmet needs can be addressed by corrective relationships of trust and intimacy.

| Normal | Distorted | Absent |
|---|---|---|
| Achiever | Overachiever | Nonachiever |
| Successful | Arrogant | Failure Oriented |
| Creative | Risk Seeker | Avoids Risks |
| Problem-Solver | Cheater | Fears Challenges |
| Motivated | Workaholic | Unmotivated |
| Persistent | Perseverative | Gives Up Easily |
| Competent | Delinquent Skill | Inadequate |

Frustrated in their attempts to achieve, children may seek to prove their competence in distorted ways, such as skill in delinquent activity. Others have learned to retreat from difficult challenges by giving up in futility. The remedy for these problems is involvement in an environment with abundant opportunities for meaningful achievement.


GENEROSITY
INDEPENDENCE
BELONGING
MASTERY

REPRINTED WITH PERMISSION

Brendtro, L. K., Brokenleg, M., & Van Bockern, S. (1990). Mending the broken circle. In L. K. Brendtro, M., Brokenleg, M., & S. Van Bockern, *Reclaiming youth at risk: Our hope for the future* (pp. 46 - 54). Bloomington, IN: National Education Service.

REPRINTED WITH PERMISSION FROM RECLAIMING YOUTH AT RISK, 1990

## A NATIVE AMERICAN VIEW AS METAPHOR

Brendtro, Brokenleg, & Van Bockern (1990) propose building positive cultures for education and youth programs based upon the four universal values of belonging, mastery, independence, and generosity embodied in a Native American circle of courage depicted on page ix. The authors believe the philosophy embodied in this circle of courage is "not only a cultural belonging of Native peoples, but a cultural birthright for all the world's children" (p. 36). Without the values of belonging, mastery, independence and generosity, they contend, "there can be no courage but only discouragement. Discouragement is courage denied. When the circle of courage is broken, the lives of children are no longer in harmony and balance" (Brendtro, Brokenleg, & Van Bockern, 1990, p. 46). Brendtro and Van Bockern (1994) contend that belonging, mastery, independence and generosity "define social and mental health. As such, these are universal needs for all children and critical unmet needs for damaged children." While many students come to school having experienced this "circle of courage" in their lives, others come "discouraged, with long histories of unmet needs" (Brendtro & Van Bockern, 1994):

- Instead of belonging, they are guarded, untrusting, hostile, withdrawn; or they seek attention through compensatory attachments.

- In place of mastery, they have encountered perpetual failure leading to frustration, fear of failure, and a sense of futility.

- Not having learned independence, they feel like helpless pawns, are easily misled, or seek pseudopower by bullying or defiance.

- Without a spirit of generosity, they are inconsiderate of others, self-indulgent, and devoid of real purpose for living. (p. 8)

The circle of courage cannot be mended without understanding first where it is broken. Some characteristics of children and youth in which the values of belonging, mastery, independence, and generosity are either "normal," "distorted,"or "absent" are highlighted on pages x-xi.

- Traditional sources of stability and support for children have changed dramatically during the past several decades while institutions such as business and government have done little to strengthen families during this time of change;
- Many children receive substandard care or no care while their parents work and many are alone before and after school hours;
- Many children are being reared in single-parent families and families of disharmony;
- Parents sometimes fail to nurture and show interest in their children; they may provide inadequate supervision and discipline that is arbitrary, punitive, or extreme;
- Many children grow up in households where conflicts are settled with physical force rather than verbal communication;
- Many children rely upon television as a primary source of entertainment and values; violent programs reinforce the message that violence is acceptable;
- Children and youth have greater access to firearms than students in the past;
- Many children are growing up with violence as an acceptable way to interact with others and/or the only means they have to attain a goal;
- Many children are victims of child abuse; one in three victims of physical abuse is a baby under the age of one;
- Drug and alcohol abuse by pregnant mothers puts children at risk from the moment of conception; substance abuse in the home puts children at risk as well;
- Many families lack affordable health care for their children; and
- Environmental conditions put many children at risk for violent and criminal behavior; for instance, one in four children in this country currently lives in poverty.

to provide behavioral support" (Sugai & Horner, 1994). As they grow older, these students' problems do not disappear but instead "reverberate through the family and throughout the community" (*All Systems*, 1993, p. 17). If their behaviors and attitudes remain unchanged, these students are headed for a lifetime of failure and social rejection, perpetuating the spiral of violence. Because they often do not continue their education and frequently fail to find or keep jobs, many of these students eventually become part of the adult mental health system, criminal justice system, and/or welfare system.

> By the end of high school approximately 30 percent of today's elementary school students may be characterized by one or more of the following: school dropout, runaway, seriously delinquent, antisocial, clinically depressed, pregnant, heavy drinker, or substance abuser (Lambert, 1988). The individual tragedies and the burden on society that unsuccessful, seriously disturbed, and dysfunctional youth create is enormous. Social, emotional, and behavior problems that are identifiable during the early school years are critical antecedents to most of these adolescent outcomes. Early recognition and intervention is essential with children whose behavioral patterns indicate the risk of developing more serious problems if educational and vocational options are to be preserved for all youth. When these children do not receive needed services, they contribute to a dysfunctional school climate making it difficult for all students to succeed.
>
> California, 1991, pp. 21 - 22

## CAUSES OF VIOLENCE

What has caused the rise in violent behavior and emotional/behavioral problems among students? Among the many possible reasons and combinations of factors are the following (Simpson, 1991; Colvin, Kameenui, & Sugai, 1993; Gaustad, 1991; Starting Points, 1994):

- Students are reflective of the American society: as our society has become more violent, violence has found its way into our schools;
- Routine exposure to violence has resulted in many children growing up with a desensitization to the effects of violence and a devaluation of human life;
- The movement to place students in less restrictive environments has resulted in less availability of restrictive treatment and education options as more students with violent behaviors are being placed in general education settings;

# INTRODUCTION

> One day as the townspeople stood on the riverbank, they noticed people frantically screaming for help as they were being carried downstream by the raging currents. The townspeople immediately rescued the victims from the rough waters. However, as time went on, more people were seen being carried downstream by the river. It was discovered that the bridge up the river had been badly damaged and that only half the people were making it across.
>
> As time went on, greater numbers of people were needing to be rescued. The town committed more and more of their annual budget to address the problem. They hired permanent rescue workers, built a riverside hospital, created rehabilitation programs, invented more sophisticated rescue devices and trained more volunteers.
>
> One day, after several years of pulling people out of the river, one young man asked, 'Wouldn't it be better if we were to repair the bridge?' Most of the people were too involved in the rescue effort to pay any attention. Others had never seen the bridge and were afraid to venture away from what was familiar. Still others said that they had not the slightest idea on how to repair a bridge. And so the bodies kept coming. (Sandoval, 1994, p. 2)

This story, related to California State Director of Special Education Leo Sandoval by consultant Fred Fernandez, is an appropriate metaphor for the problems we face in meeting the needs of students with emotional/behavioral disabilities. Traditionally we have expended most of our energy and resources on rehabilitation of problems instead of on proactive prevention strategies. We have focused our emphasis on rescue attempts instead of repairs. And meanwhile the condition of the bridge has worsened.

## *VIOLENCE IN SCHOOLS*

Increasingly public schools face problem behaviors that affect student and staff safety, including physical assault, weapons possession, gang violence, substance abuse, and physical and sexual abuse (Cotton, 1990). More than one third of all students report that other students in their school belong to fighting gangs (National Education, 1993, p. 163). "Public schools are far from being a safe environment where teachers and students can focus their attention solely on the learning process" (Colvin, Kameenui, & Sugai, 1993, p. 4).

Among school populations, children and youth with emotional/behavioral problems are often the "last to be included, first to be excluded, and most difficult currently being used by many schools and communities to prevent emotional/behavioral problems and promote the development of prosocial behavior at the preschool, elementary, middle school, and secondary levels. We describe prevention programs that have proven effective in "repairing the bridge." These include everything from Healthy Start services to at-risk families as they become parents for the first time to Midnight Basketball programs for older adolescents at risk for gang involvement and criminal activity. A variety of strategies are described which involve families, schools, and communities in prevention efforts, including mentoring programs, gang prevention programs, violence and ethnoviolence prevention programs, conflict mediation programs, sports/recreation programs, after school care programs, and peer assistance programs. Considered together, these programs form a comprehensive array of strategies to prevent emotional/behavioral problems and promote the development of prosocial behavior among children and youth.

The chapters in this document are arranged in alphabetical order by subject to include Bullyproofing; Child Care Programs; Classroom Discipline; Conflict Mediation; Cooperative Classrooms; Early Childhood; Ethnoviolence Prevention; Full Service Schools; Gang Prevention; Home-School Partnerships; Mentoring Programs; Peers Helping Peers Programs; Prosocial Strategies; Safe Classroom; Safe Schools; Schools as Caring Communities; Schoolwide Discipline; Screening; Sports/Recreation Programs; and Violence Prevention. Each chapter is a composite of policies, best practices, model programs, and suggested strategies that have practical application for policy and program development. We recognize there may be programs and strategies we have inadvertently overlooked. We welcome additional information as we continue to add to our collection of prevention resources.

Some of the prevention strategies we describe are school-based, such as the teaching of prosocial skills, the creation of safe and cooperative classrooms, and development of schoolwide discipline plans. However, many of the strategies described are collaborative efforts between schools and assorted community agencies and resources, all working together in partnership. In some instances the school has become the hub of prevention efforts, such as in Full Service Schools and Schools of the 21st Century programs which offer students and families an array of social services at the school site. The most effective strategies are those that involve families as active partners in the prevention process. The earlier this family involvement takes place, the more effective the prevention efforts.

Guetzloe (1990) applies a public health model to the prevention of emotional/behavioral problems. Activities directed at the prevention of disease are categorized as primary, secondary, or tertiary, depending upon the stage of the disease. Primary activities attack the disease at its point of origin and seek to prevent it from occurring. Secondary activities involve early identification of those who already have symptoms of the disease and the provision of therapeutic interventions to prevent more serious problems from developing. Tertiary activities focus on

## SCOPE OF THIS DOCUMENT

*Prevention* is the first document of the series *Organizing Systems to Support Competent Social Behavior in Children and Youth* to be published by the Western Regional Resource Center. Other titles in the same series include *Model Programs and Services, Interventions,* and *Teacher Stress and Burnout.* The series seeks to examine and analyze current thinking and best strategies for:

- Promoting good mental health and socially competent behaviors among students;
- Preventing the development of emotional/behavioral disabilities and student involvement in gangs and violent actions by using strategies such as screening and early intervention, schoolwide discipline plans, and positive alternatives to violence and gang activities;
- Developing programs to meet the needs of students with emotional/behavioral disabilities as well as those at risk for developing these disabilities at the district, building, and classroom level; and
- Addressing the issues of stress and burnout among teachers who work with students with emotional/behavioral disabilities.

The publication of this document addresses two goals of the eight included in Goals 2000 legislation passed by the United States Congress in April of 1994:

Goal 1: By the year 2000, all children in America will start school ready to learn.

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. (National Education, 1993)

In *Organizing Systems to Support Competent Social Behavior in Children and Youth: Prevention* we take a close look at the prevention of emotional/behavioral disabilities, beginning before the birth of a child and continuing into young adulthood. Our document focuses on strategies that promote competent social behavior and on the identification of risk factors and interventions to prevent the development of antisocial behavior. We address the importance of early screening for potential emotional/behavioral disabilities for all children. We explore strategies treatment for those who already have serious symptoms of the disease, and the goal is rehabilitation. According to this model, an effective intervention program must provide prevention strategies at all three levels. The strategies included in this document fall primarily into the primary and secondary categories. The third document in our series, *Interventions*, addresses primarily tertiary activities, although there is an obvious overlap among the primary, secondary, and tertiary activities we have described.

## ELEMENTS OF EFFECTIVE PROGRAMS

In her study of 100 diverse programs nationwide aimed at prevention of substance abuse, delinquency, teen pregnancy, and school failure and dropout, Dryfoos (1990) found that the most successful programs were those that focused "primarily on the antecedents of high-risk behavior rather than the presenting behavior itself" — a finding which reinforces the need for a strong prevention focus in school and community programs. Additionally, Dryfoos identified these common components among the most effective programs:

- Individual attention to high-risk children and youth;
- Community-wide, multiagency, multicomponent interventions;
- Early intervention;
- Emphasis on basic academic skills;
- Healthy school climate;
- Parental involvement;
- Peer involvement;
- Connection to the world of work;
- Social and life skills training; and
- Attention to staff training and supervision.

If successful programs such as those described in this document have been responsive to the needs of high risk children, why is our concern continuing to grow? Dryfoos (1990) responds:

> Clearly, if one in four children is in danger of failure to thrive, all of this activity, even multiplied hundreds of times in thousands of communities, is not having sufficient effect. It is too little, too late, too

> fragmented, too categorical, too inconsistent. And, of course, children's programs, no matter how effective they might be, cannot solve the basic problems of this society—poverty and racism, and, increasingly, general economic decline. We child advocates are admittedly hanging on the incremental edge, chipping away at those situations that are amenable to change, with insufficient force to alter the social environment that generates so many of these problems. Even so, there is much incremental work that can and must be done. I do not believe that we can wait for the social revolution. (p. 134)

## REFERENCES:

Brendtro, L. K., Brokenleg, M., & Van Bockern, S. (1990). *Reclaiming youth at risk: Our hope for the future*. Bloomington, IN: National Education Service.

*California program and services for students with Serious Emotional Disturbance*. (1991). Sacramento: Resources in Special Education.

Colvin, G., Kameenui, E. J., & Sugai, G. (1993). *Reconceptualizing behavior management and school-wide discipline in general education*. Eugene: University of Oregon.

Cotton, K. (1990). *School improvement series, Close-Up #9: Schoolwide and classroom discipline.* Portland, OR: Northwest Regional Educational Laboratory.

Dryfoos, J. (1990). Adolescents at risk: A summary of work in the field--programs and policies. In D. E. Rogers & E. Ginzberg (Eds.), *Adolescents at risk: Medical and social perspectives* (pp. 128 - 140). San Francisco: Westview Press.

Gaustad, J. (1991). *Schools respond to gangs and violence.* Eugene, OR: Oregon School Study Council.

Goldstein, A. P., Harootunian, B., & Conoley, J. C. (1994). *Student aggression: Prevention, management, and replacement training*. New York: Guilford Press.

Guetzloe, E. (1990). What should we call them? What difference does it make? What are we going to do with them? In S. Braaten and G. Wrobel (Eds.), *Perspectives on the diagnosis and treatment of students with emotional/behavioral disorders*. Minneapolis: Minnesota Educators of the Emotionally Disturbed and Minnesota Council for Children with Behavioral Disorders.

Hodgkinson, H. (1993, April). American education: The good, the bad, and the task. *Phi Delta Kappan*, pp. 619 - 623.

Hodgkinson, H. (1991, July). Reform versus reality. *Phi Delta Kappan*, pp. 9 - 16.

Koyanagi, D., & Gaines, S. (1993). *All systems failure: An examination of the results of neglecting the needs of children with serious emotional disturbance.* Alexandria: National Mental Health Association.

Lambert, N. (1988). Adolescent outcomes for hyperactive children: Perspectives on general and specific patterns of childhood risk for adolescent education, social, and mental health problems. *American Psychologist, 42* (10), 786 - 799.

*National education goals report: Building a nation of learners. Volume one: The national report.* (1993). Washington, DC: National Education Goals Panel.

Sandoval, L. (1994, February/March). Directions: Special education's role in reform. *The Special EDge,* p. 2.

Simpson, R. (1991). *Programming for aggressive and violent students. Exceptional children at risk: CEC Mini-Library.* Reston, VA: Council on Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children.

*Starting points: Meeting the needs of our youngest children.* (1994). New York: Carnegie Corporation of New York.

Sugai, G., & Horner, R. (1994). Including students with severe behavior problems in general education settings: Assumptions, challenges, and solutions. In J. Marr, G. Sugai, & G. Tindal (Eds.), *The Oregon conference monograph 1994* (pp. 109 - 120). Eugene, OR: University of Oregon.

Walker, H., Colvin, G., & Ramsey, E. (in press). Antisocial behavior in school: Strategies for practitioners. Pacific Grove, CA: Brooks/Cole.

## *RECOMMENDED READING*

Albee, G. W., Bond, L. A., & Monsey, T. V. C. (1977). *Improving children's lives: Global perspectives on prevention.* Newbury Park, CA: Sage Publications.

# Bully-Proofing

# BULLY-PROOFING

Bullying is a form of aggression that can manifest itself in many forms, including physical, verbal, or psychological. Bullying takes place when "one person uses power in a willful manner with the aim of hurting another individual repeatedly" (Garrity, Jens, Porter, Sager, & Short-Camilli, 1994, p. 7). Although aggression and hurtful remarks are part of conflict for all ages of children, true bullying is characterized by the following features:

- Bullying is repetitive negative actions targeted at a specific victim.
- Bullying is an imbalance of power so that the victim has trouble defending himself or herself. This imbalance can be the result of physical size or the result of emotional or cognitive capacity. Overall, the critical feature is that the victim does not have the skills to cope.
- Bullying is usually characterized by unequal levels of affect. The child being victimized is typically very upset. This may be manifested by withdrawal, outright crying and anguish, or anger. Regardless of the specific behavior observed, the content and process is one of extraordinary distress on the part of the victim. The child doing the bullying, on the other hand, is typically devoid of affect. He or she is likely to show little outward emotion and to communicate through words or action that the victim provoked or deserved the aggression. Little or no empathy or caring for the victim is evident. The child who bullies feels justified in his or her actions (Garrity, Jens, Porter, Sager, & Short-Camilli, 1994, p. 8)

"Increasingly, children simply do not feel safe at school--safe from violence, safe from humiliation, and safe from bullying" (Garrity, Jens, Porter, Sager, & Short-Camilli, 1994, p. 1). As the result of bullying, many students in American schools today, especially elementary-aged students, spend their days at school in fear that they will be humiliated or picked on by bullies.

*Bully-Proofing Your School* (Garrity, Jens, Porter, Sager, & Short-Camilli, 1994) is a preventative approach that takes a positive rather than punitive approach to eliminating bullying behaviors and making the school a safe and caring environment for all students. The program stresses consistency in addressing bullying behaviors directly and supporting positive interactions. The process is guided by a written policy adopted by the school toward bullying with standards and expectations outlined for both staff members and students. Goals of the bully-proofing program include:

- shifting the power balance with the entire school system to the "silent majority" of students;
- participating in the development of the program by the community of parents, the administration, and the staff; and
- training in the skills and knowledge base necessary to implement the program.

Bully-Proofing Your School is a process which consists of five main components: 1) staff training, 2) student instruction, 3) support of the victims, 4) intervention with the bullies, and 5) working with parents (Garrity, Jens, Porter, Sager, & Short-Camilli, 1994, p. 3). Each of these components is discussed in detail in *Bully-Proofing Your School: A Comprehensive Approach for Elementary Schools* (1994). Sample lesson plans and a resource guide are included in this book.

## REFERENCES:

Garrity, C., Jens, K., Porter, W., Sager, N., & Short-Camilli, C. (1994). *Bully-Proofing your school: A comprehensive approach for elementary schools.* Longmont, CO: Sopris West.

## RECOMMENDED RESOURCES:

Greenbaum, S., Turner, B., & Stephens, R. (1989). *Set straight on bullies.* Malibu, CA: Pepperdine University, National School Safety Foundation.

Hodson, J. (1992). Bullying in schools: Mainstream and special needs. *Support for Learning,* 7 (1), 3 - 7.

Olweus, D. (1991). Bully/victim problems among school children: Basic facts and effects of a school based intervention program. In D. Pepler & K. Rubin (Eds.),*The development and treatment of childhood aggression.* (pp. 411 - 446). Hillsdale, NJ: Lawrence Erlbaum.

*Set Straight on Bullies* (1988). National School Safety Center, 4165 Thousand Oaks Blvd., Suite 190, Westlake Village, CA 91362 (18 minute educational video for staff and students)

# Child Care Programs

# CHILD CARE PROGRAMS

School-age child care provides supervision for children as well as an opportunity for them to develop competent social skills. Many of these programs offer children a variety of social and recreational opportunities, expanded educational experiences,, nutritious breakfasts before school, after-school snacks, and quiet time for homework completion. Before and after-school programs may be sponsored by schools or operate under collaborative partnerships between schools and city/community agencies such as the YMCA, Catholic Community Services, or Parks and Recreation Departments. Most fees are on a sliding scale based upon family income.

Many communities are recognizing schools as "one of a variety of community resources that can be adapted to the total needs of the children they serve daily" (Zigler & Lang, 1990, p. 141). There are several advantages to using public schools as child care program sites. "For school-aged children, the school is already the center of much of their lives, and is second only to the family in providing for their developmental needs" (Zigler & Lang, p. 141). Most schools have facilities that support educational and recreational activities for children and offer a safe environment in which children feel comfortable.

A program that is fully utilizing the resources offered by schools to meet the care needs of preschool and school-aged children is the Schools for the 21st Century Program. The program utilizes existing school facilities to offer a variety of child care and family support services. All-day, year-round child care is available to preschoolers, beginning at age three. A before and after-school and vacation care program is available to students in grades kindergarten through six. Many communities have adopted and replicated the model or selected components of the model (Zigler & Lang, 1990).

According to the U. S. Bureau of the Census, more than 2,000,000 children between the ages of 5 and 13 are alone after school and 500,000 are alone before school. (Zigler & Lang, 1991)

Zigler and Lang (1990) contend that all children need child care during nonschool hours through grade six, and that "most need supervision of some kind through junior high or middle school. Some may even require it into the high school years, depending upon individual circumstances" (p. 120). The nature of care and programming offered for older students is necessarily different from that of younger children.

Profiled here are several different approaches to school-based child care programs operating in Aurora, Colorado; Miami, Florida; the state of Hawaii; Council Bluffs, Iowa; Bangor, Maine; Monmouth Junction, New Jersey; Murfreesboro, Tennessee; and San Antonio, Texas. Some of them offer services to both elementary and middle school students. One program offers after-school services to middle school as well as high school students.

## AURORA, COLORADO

A year-round recreation program for elementary students in Aurora, Colorado has been made possible by a collaboration between the city's recreation department and the public school district. The program runs all year to accommodate students on single-track and multi-track schedules during their various vacation periods, as well as students on traditional schedules during their full and half-day school breaks. Parents may select one to five days weekly for care both before and/or after school.

A cooperative service agreement between the school system and recreation department trades the use of the school facilities for use of the city's swimming pools, playing fields, and courts. The program offers individual as well as group-oriented activities in arts and crafts, music, drama, dance, sports and games, swimming, and field trips. Children also receive instruction in sign language, environmental awareness, drug abuse, and gang prevention. Parents pay nominal participation fees; a half-price user fee is offered to at-risk, low income students to help encourage their participation. The program is staff by retired teachers, college students, parents, and teacher aides (School-Age, 1992).

## MIAMI, FLORIDA

Centro Mater is a private, non-profit center administered through Catholic Community Services. Located in the inner-city area of Miami known as Little Havana, the center serves both elementary and middle school students on a year-round basis. During the summer vacation period, the after-school program becomes a camp open eight hours each day. The center also has a day care program for infants, toddlers, and preschool children. Students who attend the after-school program represent 20 different Hispanic nationalities and come primarily from immigrant families. Staff members are either bilingual in English and Spanish or monolingual in Spanish; children are free to speak in whichever language they feel most comfortable (Centro Mater, 1993).

The major goal of the after-school program is the prevention of school failure and family problems due to linguistic barriers, immigrant isolation, lack of formal education of parents, and economic disadvantage. The program emphasizes supervision and safety, improvement of academic skills, recreation, enrichment, and socialization within a family-like environment. An individualized tutoring program which focuses on math and English is available to students in grades 3 through 8. Centro Mater teaching staff maintain close communication with school teachers to coordinate tutorial assistance; the center staff also participates in training activities offered by the school district.

The fees of most children are subsidized by the Metro-Dade County Department of Human Services. The program is funded through United Way support; city, county, and state government funds; donations from private individuals and corporations; and parental fees (less than 5 percent of revenue is derived from nominal fees paid by approximately half of the parents).

## HAWAII

Hawaii has initiated the only statewide effort to finance low cost, school-based, child care programs in the country. The A+ program provides after-school care for any elementary-aged child whose parents work, attend school, or participate in a job training program. Low-income children are given the highest priority for enrollment in the program, and the Hawaii Department of Education requires that two-thirds of the slots be available for at-risk students. Although specific content and schedules are determined by individual schools, all programs provide homework assistance and activities such as art, physical education, drug abuse awareness, and bicycle safety. The program is staffed by community members and school employees. Parents pay a nominal monthly fee; this charged can be waived for children who qualify for free or reduced school meals (School-age, 1992).

## COUNCIL BLUFFS, IOWA

The Up With Kids program, provided in six elementary schools in Council Bluffs, Iowa, is a collaborative effort involving 14 community organizations that have combined resources to provide active, enriching, and self-esteem building activities after school for children from low-income families. Local churches, social service agencies, and youth organizations contribute volunteers, resources, staff training, snacks, toys, and materials. A site committee, composed of school staff and community members at each school site, helps administer the programs and solve problems. Funding sources include parental fees from about one-third of the participants, community block grants, community and corporate contributions, and state Department of Human Services funding (LINK-UP, 1993).

## BANGOR, MAINE

Vine Street School in Bangor, Maine has started before and after-school clubs as a "proactive approach to the negative reactive practice of staying after school. The purpose of the clubs is to encourage children to be responsible for their own learning by providing the opportunity for them to make their own choices according to their strengths, interest and needs" (Brountas, 1993, p. 87). On a voluntary basis, students come to school 30 minutes early and stay 30 minutes late on alternating days in order to receive more individualized instruction and personalized attention from teachers. Students participate in the learning process by selecting goals and pursuing special interests. They often teach one another as they participate in class presentations and share their skills and knowledge with fellow students.

A special before-school Reading Club for at-risk students meets three mornings a week. Reading Club students are identified during preschool assessment and invited to participate in the program. The program includes a story time, shared reading experiences, writing and language arts games. The Reading Club gives students "a running start to each day's activities and makes learning hard concepts easy and lots of fun" (Brountas, 1993, p. 90).

## MONMOUTH JUNCTION, NEW JERSEY

South Brunswick High School now operates a Teen Center three evenings a week and two afternoons after school during the school year. The center is open to all middle school and high school students. The center provides games, sports, a lounge, an art studio, computers, projects, rap groups, tutorials, and summer trips. The center offers students a supervised place to come, with interesting things to do and homework assistance. Most of the equipment needed to operate the Teen Center program is already available at the school, and most of the planning is done by the students themselves. The only cost is the salaries of employees to supervise the center's operation (Horenstein, 1993).

## MURFREESBORO, TENNESSEE

The Extended School Program of the Murfreesboro City Schools provides child care year round in the district's seven elementary schools. The program's schedule includes before and after-school care during the school year, and full day care during summer vacation, snow days, and teacher inservice days. Activities incorporate a wide range of experiences, including music, art, computers, and foreign languages. Each afternoon session includes a 30-minute quiet period for students to work on homework assignments. Parents of participating students pay a minimal fee for the program; those who cannot afford the program are allowed to donate their time, expertise, or materials in lieu of payments. The financially self-sustaining program is staffed by parent volunteers, Murfreesboro University students, who receive college credit for their time, and the program staff. Members of the Murfreesboro business community also donate time and expertise to the program (School-age, 1992).

## SAN ANTONIO, TEXAS

The North East Independent School District in San Antonio, Texas has developed an after-school program especially for middle school students the district describes as "too old for baby-sitters and too young to baby-sit." The Kid's Involvement Network offers a combination of recreational opportunities, arts, athletics, and field trips. KIN participants also perform community service. The last hour of each day is spent doing homework and receiving supplemental academic instruction. The school district received a $35,000 grant from the Texas Department of Community Affairs to develop the program in the district's eight middle schools. Parents pay a nominal weekly fee to support the program and donations from the community help parents who cannot afford to pay. Snacks are provided by program funds or through parent and community donations (School-age, 1992).

## REFERENCES:

Brountas, M. (1993). The before and after school clubs. *Teaching Pre K- 8, 24* (2), 87 - 90.

Centro Mater Child Care and Neighborhood Center After-School Program. (1993). In P. Seppanen. (Ed.), *National study of before and after-school programs*. (pp. A-43 - A-46). Washington, DC: Office of Policy and Planning. (ERIC Document Service No. ED 356 043)

Horenstein, M. A. (1993). *Twelve schools that succeed*. Bloomington: Phi Delta Kappa Educational Foundation.

*LINK-UP: A RESOURCE DIRECTORY*. (1991). Alexandria, VA: National School Boards Association.

School-age child care: Innovative public school programs. (1992). *ERS Spectrum, 10* (3), 29 - 33.

Zigler, E. F., & Lang, M. E. (1991). *Child care choices: Balancing the needs of children, families, and society*. New York: The Free Press.

# Classroom Discipline

# CLASSROOM DISCIPLINE PLANS

Classroom discipline plans should complement **SCHOOL-WIDE DISCIPLINE PLANS** (see pages 237 -238). "Good classroom rules should be the backbone of any proactive strategy to reduce problem behaviors" (Rhode, Jenson, & Reavis, 1993, p. 19). These authors recommend that teachers select and post core classroom rules **before** the first day of school. To reinforce those rules, during the first two weeks of school teachers should start each day randomly selecting students to:

- read a posted rule,
- discuss and/or role play why the rule is important,
- explain what will happen if the rule is followed, and
- explain what will happen if the rule is not followed.
  (Rhode, Jenson, & Reavis, 1993, p. 19)

Following this two-week introduction to rules, the authors recommend that teachers review the rules with students any time it seems necessary to do so. Characteristics of good proactive classroom rules include (Rhode, Jenson, & Reavis, 1993, p. 20):

- Keep the number of rules to a **minimum**—about five rules for each classroom.
- Keep the wording of rules **simple**—pictures or icons depicting the rules help the understanding of younger students.
- Have the rules logically represent your **basic expectation** for a student's behavior in your classroom.
- Make your rules describe behavior that is **observable**. The behavior must be observable so that you can make an unequivocal decision as to whether or not the rule has been followed.
- Make your rules describe behavior that is **measurable**. That is, the behavior must be able to be counted or quantified in some way for monitoring purposes.
- Publicly post the rules in a prominent place in the classroom (e.g., in the front of the classroom, near the door). The lettering should be large and block-printed.

- Keep the wording **positive** if possible. Most rules can be stated in a positive manner; some rules cannot. However, the majority of classroom rules should be positive.

- Make your rules **specific**. The more ambiguous (i.e., open to several interpretations) the rules are, the more difficult they are to understand. Tough kids can take advantage of nonspecific "loopholes" in poorly stated rules.

- Tie following the rules to **consequences**. You should spell out what happens positively if students follow the rules, and what they lose if they do not follow the rules. Frequently, teachers forget to state the positive consequences.

- Always include a **compliance rule**. You get the behavior that you post in rules. If you want to improve compliance in the classroom, include a rule such as "Do what your teacher asks immediately."

A list of "Support Strategies for Preventing Problem Behaviors" has been reprinted on pages 15 - 18 (Topper, Williams, Leo, Hamilton, & Fox, 1994).

Sections of *Schoolwide and Classroom Discipline* (Cotton, 1993) have been reprinted on pages 21 - 24.

A number of strategies can be utilized to prevent problem behaviors in the classroom. Many of these are discussed in the ***Interventions*** document of this series.

## REFERENCES:

Cotton, K. (1993). *Schoolwide and classroom discipline.* Portland: Northwest Regional Educational Laboratory.

Rhode, G., Jenson, W. R., & Reavis, H. K. (1993). *The tough kid book: Practical classroom management strategies.* Longmont, CO: Sopris West.

Topper, K., Williams, W., Leo, K., Hamilton, R., & Fox, T. (1994). *A positive approach to understanding and addressing challenging behaviors.* Burlington: University Affiliated Program of Vermont, Center for Developmental Disabilities.

## RECOMMENDED READING

Shores, R. E., Gunter, P. L., Denny, R. K., & Jack, S. L. (1993, October). Classroom influences on aggressive and disruptive behaviors of students with emotional and behavioral disorders. *Focus on Exceptional Children*, pp. 1 - 12.

Topper, K., Williams, W., Leo, K., Hamilton, R., & Fox, T. (1994). Support strategies for preventing problem behavior. In K. Topper, W. Williams, K. Leo, and T. Fox (Eds.), *A positive approach to understanding and addressing challenging behaviors* (pp. 60 - 62). Burlington: University Affiliated Program of Vermont, Center for Developmental Disabilities.

*MATERIAL NOT COPYRIGHTED*

### Figure 5.3

## SUPPORT STRATEGIES FOR PREVENTING PROBLEM BEHAVIOR

### Increase Student Control and Choices

- Ask students what they need to have a better experience at school.
- Include students in planning and problem solving.
- Increase the number, variety and importance of the decisions students make.
- Support students having flexibility in their daily schedules.
- Support students shortening the length of an activity or taking mini-breaks.
- Grant students legitimate power — involve students in leadership roles.
- Support students to transition to the next class/activity at a different time.
- Add interesting activities and experiences matched to students' individual needs.
- Support students to self-evaluate their work.
- Support students to choose between various assignments or choose what part of an assignment to do.
- Support students to leave class when needed.
- Support students to choose testing methods.
- Develop assignments which emphasize students' choices, strengths and talents.

### Increase Opportunities for Positive Attention

- Assign students to teacher advisor/mentors.
- Increase the number of friends or allies who know and spend time with students.
- Encourage other students to include the student in activities (e.g., develop a "Circle of Friends").
- Engage family, friends, faculty, students in supporting the students (e.g., implement a MAPS activity).
- Identify an adult mentor within the community.
- Increase the number of community activities students have access to.
- Support students to join after school groups/clubs/teams.
- Increase others' knowledge of students' interests strengths and preferences.
- Use teaching assistants to help all students in the class rather than an assistant paired directly with one student.
- Speak and react to students in ways that model respect and friendship.
- Develop a peer buddy systems for students.

*Figure 5.3 Continued*

### Increase Student's Status, Self-Esteem, Image

- Support students to be peer mentors/tutors.
- Support student involvement in community service activities.
- Give students assignments which will "guarantee" success.
- Support students to obtain a job.
- Add prosocial skills to students' curricula.
- Support students to access high status materials, clothing accessories (in style for age group and community).
- If any characteristics of the students' life reinforce a negative reputation, try to decrease the stigma students experience.
- Give students high status classroom/school jobs/roles.
- Increase amount of time students spend in roles that offer the best opportunities to express their natural abilities or strong interests (e.g., drawing, music, drama, pottery, sports, reading, math).

### Match Teaching Strategies /Arrangements to Meet the Student's Strengths

- Increase the use of hands on, small group, (3 to 6 students) teacher directed and student directed activities and decrease/limit large group (e.g., lecture format) activities.
- Increase the use of Cooperative Learning Group Activities.
- Provide students instruction & frequent feedback on how to work in a group.
- Select instructional group in advance and rearrange groupings often to insure good matches among students.
- Decrease the length of activities.
- Increase the use of activities in which students work independently.
- Increase the use of peer partner/tutoring teaching formats.
- Gain student attention prior to giving directions.
- Provide students with written notes/audio tapes of lectures and written directions.
- Increase the use of a questioning/discussion format.
- Increase repeating/rewording questions and answers.
- Insure that students know when activities will be finished and how much time they have between activities.
- Increase use of comprehension checks before going on to new topic.
- Increase use of teacher demonstration/modeling.

*Figure 5.3 Continued*

- Increase use of role playing, coaching and feedback.
- Increase opportunities for students to use computers.
- Increase the fun level of activities (e.g., use games, hands on activities, cartoons, humor).

### Match Instructional Activities and Materials to Student Strengths

- Tailor materials to match students' abilities and interests.
- Increase use of "hands on" activities.
- Increase use of "real life" examples matched to student age and interests.
- Use materials and activities that students commonly have access to in home and community environments.
- Use a variety of materials and activities to teach important concepts.
- Start at a point where you know students will be successful and work from there.
- Provide a variety of books/articles/materials for each lesson and allow students to select a few.
- Emphasize cooperation among students and sharing of materials.
- Limit competition among students.
- Increase opportunities for problem solving.
- Provide students with pre-training on materials (e.g., content, vocabulary).
- Be predictable — establish a visual schedule for the class as a whole and for individual students (like a date book).

### Match Expected Responses / Testing Methods to Student's Strengths

- Support students to communicate ideas and demonstrate learning in a variety of ways (art, music, dance, poetry, oral presentations).
- Avoid requiring students to respond in ways which are likely to produce extreme stress or anxiety (e.g., read aloud for a non-reader, essay exam for a poor writer).
- When anxiety producing situations (e.g., oral presentation, final exams) cannot be avoided, provide additional support tailored to the students needs.
- Provide extra practice in non-threatening, supportive situations.
- Read the test to students.
- Test students in private.

*Figure 5.3 Continued*

- Give students extra time to answer/complete tests.
- Test students on a subset of the material.
- Break the test into shorter segments given over a period of days.

### Physical Arrangement and Classroom Management

- Sit students in a position in the classroom which will best meet their needs (e.g., near the front of the classroom, near the teacher, near the door, near a window, near a supportive peer, away from unsupportive peers).
- Arrange classroom to prevent problems from occurring, facilitate cooperative interactions, and the sharing of materials and ideas between students and adults.
- Support students to leave the classroom (e.g., on a mission to the office, run an errand, go to see the guidance counselor) when anxious, angry, or fearful.
- Limit the student access to peers or adults who tend to set them off.
- Model appropriate ways of interacting with students for peers and other adults.
- Make sure all materials are handy and set up in advance.
- Reassess classroom rules in relation to the students' strengths and needs.
- Reassess classroom discipline methods in relation to the students' strengths and needs.

Cotton, K. (1993). *Schoolwide and classroom discipline.* Portland: Northwest Regional Educational Laboratory.

*MATERIAL NOT COPYRIGHTED*

*School Improvement Research Series*

*Close-Up #9*

# Schoolwide and Classroom Discipline

**Kathleen Cotton**

## Introduction

During most of its twenty-two year existence, the *Annual Gallup Poll of the Public's Attitudes Toward the Public Schools* has identified "lack of discipline" as the most serious problem facing the nation's educational system.

Many educators and students are also gravely concerned about disorder and danger in school environments, and with good reason: Each month approximately three percent of teachers and students in urban schools, and one to two percent in rural schools, are robbed or physically attacked. Nearly 17,000 students per month experience physical injuries serious enough to require medical attention (*Harvard Education Letter* 1987).

School personnel, students, and parents call attention to the high incidence of related problems in school environments—problems such as drug use, cheating, insubordination, truancy, and intimidation—which result in countless school and classroom disruptions and lead to nearly two million suspensions per year (*Harvard Education Letter* 1987).

In addition to these school discipline issues, American classrooms are frequently plagued by other, more minor kinds of misbehavior which disrupt the flow of classroom activities and interfere with learning. Approximately one-half of all classroom time is taken up with activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time (Cotton 1990).

At the same time, however, there are many schools which, regardless of their size, socioeconomic influences, student composition, or geographic setting, have safe and orderly classrooms and grounds. As the research literature makes clear, these well-disciplined, smooth-running school environments are not the product of chance. This report offers a synthesis of findings from research studies which have identified effective classroom- and school-level disciplinary practices.

## Definition

Is "discipline" concerned with preventing misconduct or with punishing it? The word, according to the *American Heritage Dictionary of the English Language*, refers to both prevention and remediation. It can be "training that is expected to produce a specified character or pattern of behavior" or "controlled behavior resulting from such training"; but it can also be "punishment intended to correct or train." Educational researchers have examined both the prevention and the remediation aspects of school and classroom discipline, and thus findings about both are cited in this report.

Jones (1979) says that "discipline, most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption" (p. 26). Variations on

**Northwest Regional Educational Laboratory**
**101 S.W. Main Street, Suite 500**
**Portland, Oregon 97204**
**Telephone (503) 275-9500**

School Improvement Program

room discipline is generally poor (Gottfredson 1989; Gottfredson and Gottfredson 1985).

- **Punishment which is excessive or which is delivered without support or encouragement for improving behavior** (Cotton and Savard 1982; Lovegrove, et al. 1983). Among the kinds of punishment that produce particularly negative student attitudes are public punishment (Elliot 1986) and corporal punishment (see below).

- **Corporal punishment.** Most of the literature on corporal punishment is unrelated to research on effectiveness. As Doyle (1989) points out, most writers either ignore or assume the efficacy of this highly controversial practice, and go on to discuss it from a moral perspective. Writers (e.g., Doyle 1989; Docking 1982) point out, for example, that racial and ethnic minority students receive more corporal punishment in school settings than other students.

  Recently, however, more researchers have studied the effectiveness of corporal punishment in reducing misbehavior and have found that, in addition to the moral and psychological arguments against its use, it is indefensible on grounds of efficacy. Researchers (e.g., Docking 1982; Doyle 1989; Maurer and Wallerstein 1984) have found that:

  — The results of corporal punishment are unpredictable.

  — Even when it is successful at inhibiting inappropriate behavior, corporal punishment still doesn't foster appropriate behavior.

  — Corporal punishment is sometimes unintentionally reinforcing, since it brings attention from adults and peers.

  — Corporal punishment often creates resentment and hostility, making good working relationships harder to create in the future.

  — Corporal punishment is related to undesirable outcomes, such as increased vandalism and dropping out.

- **Out-of-school suspension.** Once again, minority students are overrepresented in out-of-school suspension rates (Doyle 1989; Slee 1986). Moreover, research does not support the use of out-of-school suspension. As Slee points out, suspension doesn't help the suspended student, nor does it help the other students, because school staff simply get rid of troublesome students rather than changing the school environment in such a way as to prevent/reduce discipline problems.

Finally, as researcher William Wayson underscored during a telephone conversation with the present author, over 90 percent of suspensions occur over behaviors which are more irritating and annoying than truly serious. Wayson noted that discipline policies should be written and enforced in such a way that suspension, if it is used at all, is not used for these less-serious infractions.

## Summary: The Research Perspective on Improving School and Classroom Discipline

School personnel seeking to improve the quality of discipline in their schools and classrooms are encouraged to follow the guidelines implicit in the discipline research. These include:

AT THE SCHOOL LEVEL:

1. **Engage school- and community-wide commitment to establishing and maintaining appropriate student behavior** in school and at school-sponsored events.

2. **Establish and communicate high expectations for student behavior.**

3. **With input from students, develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community.**

4. Work on getting to **know students as individuals**; take an interest in their plans and activities.

5. Work to improve communication with and **involvement of parents and community members** in instruction, extracurricular activities, and governance.

6. If commercial, **packaged discipline programs** are used, **modify their components** to meet your unique school situation and delete those components which are not congruent with research.

7. For the **principal:**

   a. **Increase your visibility** and informal involvement in the everyday life of the school; increase personal interactions with students.

   b. **Encourage teachers to handle** all classroom **discipline problems** that they reasonably can; support their decisions.

   c. **Enhance teachers' skills** as classroom managers and disciplinarians by arranging for **appropriate staff development activities.**

### AT THE CLASSROOM LEVEL:

8. Hold and communicate **high behavioral expectations.**

9. Establish **clear rules and procedures** and **instruct students in how to follow them**; give primary-level children and low-SES children, in particular, a great deal of instruction, practice, and reminding.

10. Make clear to students the consequences of misbehavior.

11. **Enforce classroom rules** promptly, consistently, and equitably **from the very first day of school.**

12. Work to instill a **sense of self-discipline** in students; devote time to teaching self-monitoring skills.

13. Maintain a **brisk instructional pace** and make **smooth transitions** between activities.

14. Monitor classroom activities and give students **feedback and reinforcement** regarding their behavior.

15. Create **opportunities for students** (particularly those with behavioral problems) to **experience success** in their learning and social behavior.

16. Identify those students who seem to lack a sense of personal efficacy and work to help them achieve an **internal locus of control.**

17. Make use of **cooperative learning groups**, as appropriate.

18. Make use of **humor**, when suitable, to stimulate student interest or reduce classroom tensions.

19. **Remove distracting materials** (athletic equipment, art materials, etc.) from view when instruction is in progress.

### WHEN DISCIPLINE PROBLEMS ARISE:

20. Intervene quickly; **do not allow behavior that violates school or classroom rules to go unchecked.**

21. As appropriate, develop **reinforcement schedules** and use these with misbehaving students.

22. Instruct students with behavior problems in **self-control skills**; teach them how to observe their own behavior, talk themselves through appropriate behavior patterns, and reinforce themselves for succeeding.

23. Teach misbehaving students general pro-**social skills**—self-awareness, cooperation, and helping.

24. Place misbehaving students in **peer tutoring arrangements**; have them serve either as tutors or tutees, as appropriate.

25. Make use of **punishments which are reasonable** for the infraction committed;

**provide support** to help students improve their behavior.

26. Make use of **counseling services** for students with behavior problems; counseling should seek the cause of the misconduct and assist students in developing needed skills to behave appropriately.

27. Make use of **in-school suspension programs**, which include guidance, support, planning for change, and skill building.

28. Collaborate with misbehaving students on developing and signing **contingency contracts** to help stimulate behavioral change; follow through on terms of contracts.

29. Make use of **home-based reinforcement** to increase the effectiveness of school-based agreements and directives.

30. In schools which are troubled with **severe discipline problems** and negative climates, a **broad-based organizational development approach** may be needed to bring about meaningful change; community involvement and support is critical to the success of such efforts.

INEFFECTIVE DISCIPLINE PRACTICES:

31. Avoid the use of **vague or unenforceable rules**.

32. Do not **ignore sudent behavior which violates school or classroom rules**; it will not go away.

33. Avoid **ambiguous or inconsistent treatment of misbehavior**.

34. Avoid **draconian punishments** and **punishments delivered without accompanying support**.

35. Avoid **corporal punishment**.

36. Avoid **out-of-school suspension** whenever possible. Reserve the use of suspension for serious misconduct only.

The strength of the research base supporting these guidelines suggests that putting them into practice can help administrators and teachers to achieve the ultimate goal of school discipline, which, as stated by Wayson and Lasley (1984, p. 419), is "to teach student to behave properly without direct supervision."

## Key References

Allen, S. *A Study to Determine the Effectiveness of a Positive Approach to Discipline System for Classroom Management*. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA, April 1981. (ED 203 490)

Investigates the effect of a Positive Approach to Discipline on teacher behavior and student outcomes in twelve seventh grade, ethnically diverse classes. The use of PAD brought about a reduction in administrative referrals and suspensions, but the incidence of corporal punishment remained the same.

Anderson, L. M., and Prawat, R. S. "Responsibility in the Classroom: A Synthesis of Research on Teaching Self-Control." *Educational Leadership* 40/7 (1983): 62-66.

Reviews research on the effectiveness of methods for teaching self-control to students and thereby increase time-on-task and classroom order.

Atkeson, B. M., and Forehand, R. "Home-Based Reinforcement Programs Designed to Modify Classroom Behavior: A Review and Methodological Evaluation." *Psychological Bulletin* 86/6 (1979): 1298-1308.

Reviews 19 studies on the effects of home-based reinforcement programs on the social and academic behavior of students at all age/grade levels. Found these programs to be effective in increasing on-task behavior and reducing the incidence of classroom disruption.

# Conflict Mediation

## CONFLICT MEDIATION PROGRAMS

Conflict is an inevitable part of life. Yet, if students are not taught constructive ways to resolve differences, conflict can stand in the way of learning. Traditional discipline methods have not worked against the rising tide of violence, anger, and aggression in American schools because they fail to address underlying causes and roots of conflict. When students display antisocial behavior, simply saying "Stop" isn't enough. Students also need to learn mediation techniques and prosocial skills so that they can resolve conflicts peacefully, and become actively involved in solving their own problems. Programs that teach nonviolent ways to resolve conflict are a promising preventive strategy to violence and the development of emotional disabilities.

Conflict mediation programs have been developed during the past few years "to respond to increasing youth violence and family dysfunction that are being played out in the school environment" (Smith, 1993, p. 71). These programs stress the teaching and modeling of conflict management and communication skills. Conflict resolution programs work best where all members of the school community, including staff and students, are involved in the process. Typical strategies used in school settings include training students to mediate disputes among their peers, teaching conflict resolution as part of the curriculum, and training staff in conflict-resolution strategies so they can serve as role models for students (Schools Test, 1993, p1).

As school community members learn better ways to resolve differences, they are fostering a climate within schools that is more cooperative and conducive to learning. Conflict mediation also support school efforts to respect and nurture diversity.

School mediation makes some basic assumptions about human behavior and the educational process. Mediation programs are based upon beliefs that:

1) conflict is an unavoidable part of living which can be used as an opportunity for student learning and personal growth;

2) since conflict is unavoidable, learning conflict resolution skills is as educational and as essential to the long term success of young people as academics;

3) students can resolve their conflicts with the assistance of other students as effectively if not more so than with adult assistance;

4) as a natural human state, conflict is better approached with skills than avoidance;

5) more appropriate and effective ways to deal with school conflict are needed than expulsion, suspension, court intervention, and detention;

6) encouraging students to collaboratively resolve conflict is a more effective method of preventing future conflict while developing student responsibility than administering punishment for past actions; and

7) the use of mediation to resolve conflict can result in improved communication between and among students, staff, and parents, and can improve the school climate while proving a forum for addressing common concerns. (Cohen, 1987, p. 1; Davis, 1985, p. 27)

## BENEFITS OF CONFLICT MEDIATION

Conflict mediation "teaches and models conflict resolution skills to children during their first educational experience" (Smith, 1993, p. 71). Other potential benefits which may be derived from conflict mediation programs include:

- a learning experience for youth in constructive and nonviolent methods of resolving conflict;
- student empowerment through assuming greater responsibility for resolving their own problems;
- knowledge of and practice in using dispute resolution, listening, critical thinking, and problem-solving skills;
- a shift in responsibility for solving conflict from adults to students which frees teachers and administrators to concentrate more on teaching than discipline;
- the development of cooperative relationships between the school and parents in resolving problems;
- an increase in student self-esteem and self-respect, especially among students trained as student mediators;
- improvement in student communication and analytical skills;
- improvement in school climate;
- an appreciation of diversity and preparation for life in a multicultural world; and
- a reduction in school violence, vandalism, chronic absence and suspension.

(Davis & Porter, 1985, p. 9; Smith, 1993, p. 73)

The process of implementing a school based mediation program involves planning and addressing several logistical and programmatic questions, among them:

1. Which conflict resolution model should be adopted? Each school must determine its individual needs and design a program that fits those needs. The choice of model depends upon that type of cases will be mediated, what techniques and skills mediators will need, and what the structure of the mediation process will look like.

2. How will the program be introduced? The first stage of implementing a conflict mediation program involves introducing the program and gaining support of school administrators. Once administrators are committed to the program, they must plan how to introduce the program to staff and students. It is important that all members of the school community have a basic understanding of mediation. The "degree of positive impact that the program will have upon the school is directly related to the level of understanding the school community has about mediation" (Cohen, 1987, p5).

3. Who will plan and coordinate the program? Planning and coordination of the program is the responsibility of the coordinator. Coordinators can be vice-principals, guidance counselors, teachers, special staff members, or community volunteers. Some coordinators choose to form an advisory committee to help with these responsibilities. Depending upon the program, coordinators can work anywhere from full time to one or two class periods daily. More than one individual can also co-coordinate the program.

4. Who will be trained to mediate, what skills and techniques will they learn, and how will training take place? Mediation training should include school staff as well as students. Questions to consider include which students and staff will be trained to mediate, when trainings will be scheduled, what skills and techniques do they need learn, including the language of neutrality, listening and communication, negotiation, and cooperative problem solving, and who will conduct the training. It is important for mediators to meet regularly after training to improve their skills, coordinate outreach efforts, and share their experiences. The kind of follow-up training and supported that will be provided to mediators needs to be determined.

5. Which issues will be mediated? Where? When? The decision must be made which issues will be mediated. The majority of conflicts in school result in relatively harmless actions that can be mediated; most schools, however, do not mediate issues involving weapons, drugs, or serious physical violence. Decisions must be made as to where and when mediation sessions will be held. As the mediation process begins, coordinators schedule mediations, follow up on mediations, meet regularly with mediators for support and further learning, and continue to

educate the school community concerning the uses and benefits of mediation

6. What, if any, are the limits of the program's guarantee of confidentiality? Steps must be taken to preserve the confidentiality of what occurs during mediation sessions. Any exceptions to the confidentiality guarantee must be explained and understood by all.

7. How will the mediation program be funded? Initial and on-going costs for short term as well as long term financial needs must be considered along with potential sources of funding.

8. How will the program be evaluated? A program evaluation can provide valuable information concerning the impact that school mediation programs have on student mediators, students who receive mediation, and the school as a whole (Cohen, 1988; Knoss, 1993).

Here are profiles of three conflict mediation programs which have been used successfully in schools to dissipate potential violence and promote peaceful resolution of conflict.

## CONFLICT MANAGER PROGRAM

One of the pioneer programs on student mediation is the Community Board Program of San Francisco, a non-profit conflict resolution organization established in 1976. The Community Board Program created the concept of Conflict Manager programs for resolution of conflicts in school settings. According to literature provided by the Community Board Program, the Conflict Manager program is designed as an ongoing resource to complement other school rules and disciplinary procedures as well as other types of educational programs.

Goals of the program are to:

1) enable students to learn new skills in communication and conflict resolution;
2) enable students to assume responsibility for improving their social and teaching environments;
3) enable students to build a sense of community and cooperation at school; and
4) decrease tension, hostility, and violence among students. (Robertson, 1991, p. 15)

The Conflict Manager program is designed to be voluntary for students in grades three through 12 who request mediation assistance in order to solve problems. The program trains teachers and students to be conflict managers. Potential managers are nominated by their peers and selected on the basis of interest and teacher recommendations. The program strives to build a cadre of mediators that ethnically, racially, and economically mirror the school body.

Mediation training consists of 15 hours of activities designed to build skills in active and reflective listening, problem solving, critical thinking, and the conflict management process. Once conflict managers have been trained, they and their adult advisors continue meet bi-weekly to build group support, receive further training, and discuss cases (Community Board, 1991).

Once the program has been explained to students through assemblies and class presentations and conflict managers have been trained, the managers begin offering their assistance to other students. On the elementary level, conflict managers work in pairs to assist students to solve student-student conflicts without adult intervention. These students are "on duty" for recess and/or lunch periods, and wear clothing that identifies them as Conflict Managers

At the middle and high school levels, conflict managers help resolve disputes on a case-by-case basis, either immediately when the conflict occurs or at a later time during scheduled sessions.

Program coordination involves initial planning of the program, training of new Conflict Managers, conducting regular meetings with conflict managers, scheduling mediation sessions or Conflict Manager duty, securing meeting space for program activities, encouraging teacher and student participation, and serving as a liaison between the program, faculty, and parents.

Students who serve as Conflict Managers gain confidence in their leadership and communication abilities and stand as models of effective communication and cooperation for other students. Students in conflict often feel a diminished sense of fear and hostility, and experience a sense of responsibility that results from the voluntary participation in the resolution of their problems. School staff members spend less time on discipline and problem-solving with the Conflict Manager program in place, and the overall school climate often improves.

The Community Board Program provides the following comprehensive services to elementary and secondary schools and juvenile facilities:

- Scheduled national institutes providing training in conflict resolution processes and the implementation of student Conflict Manager programs;
- Classroom curricula in communication skills and interpersonal conflict resolution for grades K through 12;
- On-site training and consulting designed to introduce, establish, and maintain student Conflict Manager programs;

- Advanced institute training with a focus on cultural diversity and prejudice reduction;

- Conflict Manager program training publications and videos;

- Training programs and curricula to help juvenile facilities develop peer Conflict Manager programs; and

- Adult conflict resolution services to improve relations and facilitate decision making among teachers, administrators, school board members, parents, and others.

CONTACT:
Community Board Program
1540 Market St.
Suite 490
San Francisco, CA 94102
(415) 552-1250

## PROJECT SMART

Project SMART (School Mediators' Alternative Resolution Team Program) trains students, parents, and school personnel to mediate disputes. By building a cadre of skilled student and adult mediators, SMART provides the school community with an effective way to address a wide variety of conflicts. Sponsored by the Victim Services Agency, Project SMART began in 1983 in one New York high school and has since been replicated in several New York high schools and junior highs. School programs are directed by full-time coordinators who are paid by a not-for-profit human services agency.

The Project SMART program consists of four basic parts:

1. Classroom Seminars. Conducted by the Project SMART coordinator, classroom seminars teach students general knowledge about mediation and nonviolent methods for resolving conflict. During these seminars, students are introduced to basic information about the school mediation program. They learn what the program can do for them, how to refer cases, and how they might become a Project SMART mediator.

2. Mediation Training. The program offers an intensive 20-hour training program twice during the school year for interested students, staff members, and parents. The training course teaches fact-gathering techniques and questioning skills, and how to structure mediation hearings, identify and prioritize issues in disputes, and write mediation agreements. Mediators-in-

training use role playing to hone the mediation skills and techniques they have learned and to analyze their own responses to conflict. Additionally, the Project SMART offers an advanced training to a select group of experienced mediators in racial and cultural dispute resolution.

3. Mediation. Students and adults who have completed the mediation training are available throughout the school day to mediate referred cases. Typical student problems which can be resolved through mediation include interracial incidents, disputes between rival gangs, property theft disputes, and non-violent incidents involving gossip, threats, or harassment. Student-adult mediation teams also help resolve student-parent and student-teacher disagreements.

   For each case, the project coordinator determines if the dispute can be resolved through mediation by talking with students involved in the dispute. When all individuals involved in the dispute agree to try mediation, the coordinator schedules a mediation session and identifies one or more mediators to hear the case. Students usually hear student-student cases while a student and adult handle student-teacher or student-parent cases. The role of the mediators is to hear both sides of the dispute and encourage communication by helping individuals see each other's viewpoints and put emotions aside. A mediation session is successful if disputing individuals sign an agreement settling the case.

4. Follow-up. The project coordinator conducts follow ups of all mediated cases on an ongoing basis. During these sessions, the coordinator tries to reinforce progress made during the mediation session and discusses any ongoing problems related to the agreement (Project Smart, 1988, pp. 1 - 4).

CONTACT:
Victim Services Agency
2 Lafayette Street
New York, NY 10007
(212) 577-7700

## KELSO'S CHOICE

Kelso's Choice employs a different approach than Project SMART or the Community Board Program. Aimed at elementary students, the program views each child as capable of solving conflicts and becoming a peacemaker. Instead of training mediators, all children and staff members in the school receive conflict management training and periodic review to maintain the skills they have learned.

The program uses an appealing frog character named Kelso pictured on page 35 to demonstrate to children different choices they can make to avoid to resolve conflicts. Through structured lessons taught by teachers to all students, the program seeks to:

- empower young people with the ability to determine their own behavior, encouraging an internal locus of control and appropriate problem ownership;
- reduce tattling through a proactive, preventative approach that keeps small problems from escalating and prevents negative attention-getting behaviors from occurring;
- systematize expectations of student behavior and provide consistency in rules and discipline on a school-wide basis;
- provide a cognitive structure for discriminating between small problems students can resolve and big problems that require adult intervention;
- increase feelings of self-esteem and personal competence as students successfully resolve conflicts, both within the structured lessons and in their own lives;
- develop an important linkage between home and school as the program is shared with parents; and
- give students an important conflict resolution tool they can use when adults are not available or readily accessible. (O'Neill, 1991, pp. 1 - 2)

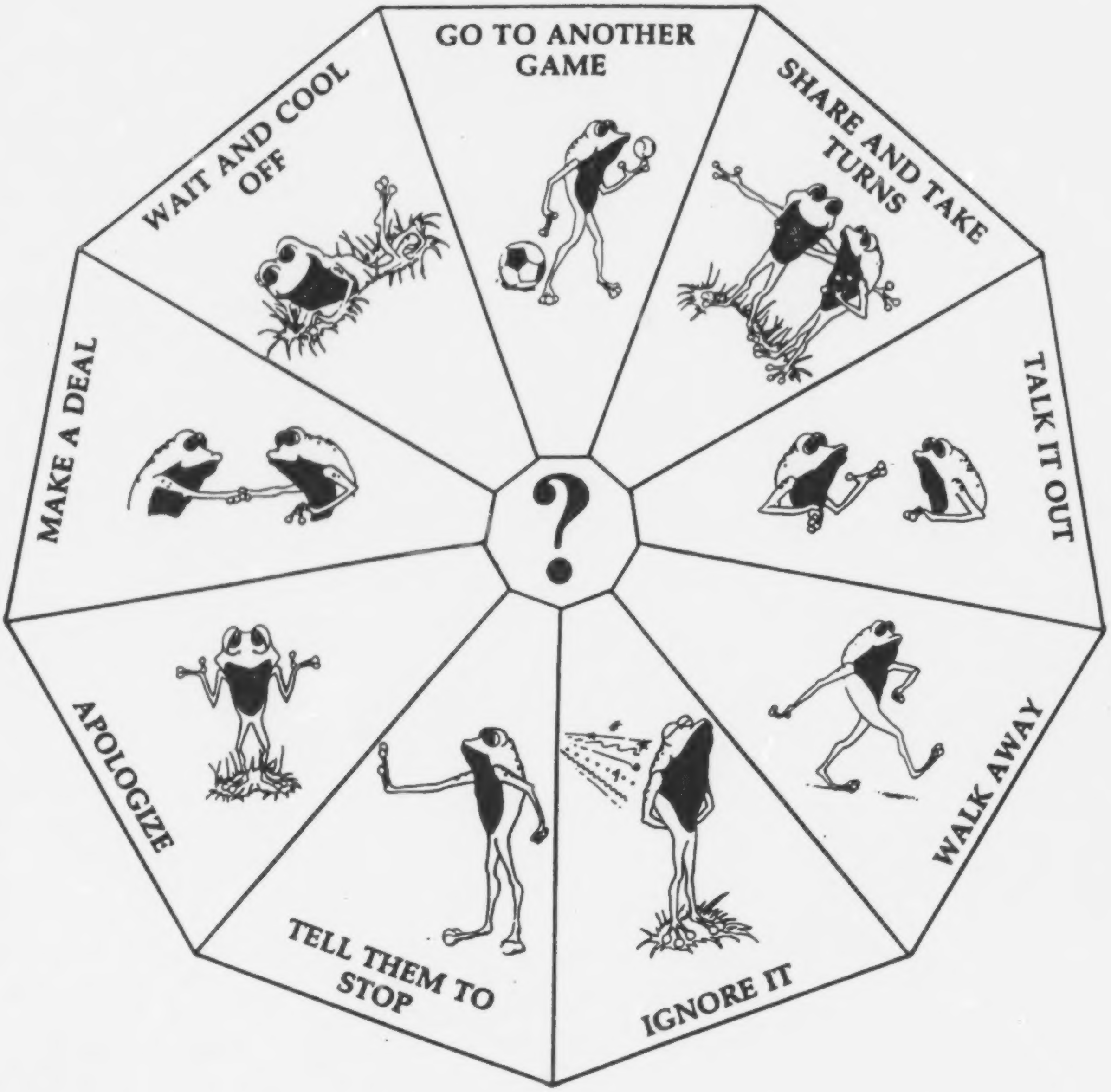
The lessons in the Kelso program teach students a repertoire of nine conflict management skills, when to attempt resolution of conflict themselves, and when to ask for adult intervention. Using Kelso to demonstrate, the program literature asks students who have minor problems to try at least two of the following ideas before seeking adult help: 1) go to another game or activity; 2) share and take turns; 3) respectfully talk it over and listen to each other; 4) walk away from the problem; 5) ignore the problem behavior; 6) tell the person to stop the problem behavior; 7) apologize; 8) make a deal or compromise; and 9) wait to cool off.

The program allows for "individual and cultural differences, as well as divergent learning styles within the peacemaking process" and provides opportunities for students to "practice and internalize" their problem-solving skills (O'Neill, 1991, pp. 1 - 2). The teacher's guide advocates posting conflict management charts in all classrooms, hallways, the principal's office, and on the playground. Smaller conflict management charts can be taken home by children for out-of-school reference.

O'Neill, B. (1991). Conflict Management. In B. O'Neill. *Kelso's Choice: Conflict management for children* (p. 40). Winchester, OR: Rhinestone Press.

***REPRINTED WITH PERMISSION***

# CONFLICT MANAGEMENT
## Try 2 of Kelso's Ideas When You Have a Small Problem:


GO TO ANOTHER GAME
SHARE AND TAKE TURNS
TALK IT OUT
WALK AWAY
IGNORE IT
TELL THEM TO STOP
APOLOGIZE
MAKE A DEAL
WAIT AND COOL OFF
?

**IF YOU ARE THREATENED OR FEEL FRIGHTENED, TELL AN ADULT IMMEDIATELY.**

© 1991
Rhinestone Press
P.O. Box 30
Winchester, Oregon 97496

*REPRINTED WITH PERMISSION*

## COMPONENTS OF SUCCESSFUL PROGRAMS

Regardless of the approach taken, to have the best chance for success, a school program needs to include some key components. Davis and Porter (1985) advise starting a school conflict mediation program with a small pilot project that can be evaluated and revised before it is implemented school-wide. Knoss (1993) identifies administrative support as the most important requirement of a successful mediation program. Administrators should play an integral part in the program and be trained as mediators. Similarly, a successful program also needs classroom support through lessons and activities that teach all students alternatives to violence and familiarize them with the mediation process. Knoss also sees a public relations campaign as critical to success. All stakeholders in the school community need to have an understanding of the mediation process, which can be accomplished through the use of various media and teaching strategies. A capable, committed coordinator is also essential. And finally, ongoing training for student mediators is necessary for review of cases, learning new skills, practicing skills already learned, and building collegiality with each other.

Some educators believe that conflict mediation programs, although effective, are providing "only a limited impetus for changing behaviors and attitudes" because they do not involve everyone (Helping students, 1993, p. 5). To stimulate real change, schools need to take a "systemic approach," beginning with staff training in the skills of negotiation and mediation so that teachers and administrators can serve as role models for students. "If everyone in the school tries to 'live' the skills and philosophy, the program becomes part of the fabric of the school, not just an add-on" (Helping students, p. 8). Similarly, the skills and concepts of conflict mediation can be infused in traditional content areas so that they become a natural part of the curriculum instead of a separate program.

Schmidt and Friedman (1985) point out that modeling is the most important conflict mediation strategy of all. The way teachers talk to their students, their body language, tone of voice, and the way they handle conflict "can create a nurturing environment where students' self-concepts can grow as they become competent decision makers." As society offers few positive role models in conflict resolution strategies, it is crucial for teachers to "provide an environment where children can take risks as they explore and learn responsible behavior patterns" (p. T1).

## CONFLICT MEDIATION ORGANIZATIONS

Center for Safe Schools and Communities
20882 Redwood Rd.
Castro Valley, CA 94546
(510) 247-0191

Children's Creative Response to Conflict Program
Fellowship of Reconciliation
Box 271
523 North Broadway
Nyack, NY 10960
(914) 358-4601

Community Board Program
1540 Market St.
Suite 490
San Francisco, CA 94102
(415) 552-1250

Committee for Children
172-20th Ave.
Seattle, WA 98122
(206) 322-5050

Educators for Social Responsibility
School Conflict Resolution Programs
23 Garden St.
Cambridge, MA 02138
(617) 492-1764

Gang Violence Reduction Project
California Youth Authority
2445 Mariondale Ave.
Suite 202
Los Angeles, CA 90032
(213) 227-4114

Harvard Negotiation Project
500 Pound Hall
Cambridge, MA 02138
(617) 495-1684

International Center for Cooperation and Conflict Resolution
Box 53
Teachers College
Columbia University
New York, NY 10027
(212) 678-3402

Johnson Institute
7205 Ohms Lane
Minneapolis, MN 55439-2159
(612) 831-6630

Massachusetts Adolescent Violence Prevention Program
Massachusetts Department of Public Health
150 Tremont St.
Boston, MA 02111
(617) 727-1246

National Association for Mediation in Education (NAME)
205 Hampshire House
Box 33635
Amherst, MA 01003-3635
(413) 545-2462

National Conference on Peacemaking and Conflict Resolution
George Mason University
4400 University Drive
Fairfax, VA 22030
(703) 993-3635

National Council on Crime and Delinquency
77 Maiden Lane
Fourth Floor
San Francisco, CA 94108

National Crime Prevention Institute
Shelby Campus
University of Louisville
Louisville, KY 40292

National Crisis Prevention Institute, Inc.
3315-K N. 124th Street
Brookfield, WI 53005

National Education Association
"Violence in the Schools" program
1201 Sixteenth St.
Washington, DC 20036

National Network of Violence Prevention Practitioners
c/o EDC
55 Chapel Street
Newton, MA 02160
(617) 969-7100

National School Safety Center
4165 Thousand Oaks Blvd.
Suite 290
West Lake Village, CA 91362
(805) 373-9977

New Center Associates
2051 West Grand Blvd.
Detroit, MI 48208
(313) 895-4000 Ext. 707

New Mexico Center for Dispute Resolution
510 Second Street, NW
Suite 209
Albuquerque, NM 87102
(5050) 247-0571

Office of Violence Prevention
Massachusetts Department of Public Health
150 Tremont Street
Third Floor
Boston, MA 02111
(617) 727-1246

PeaceWorks
The Grace Contrino Abrams Peace Education Foundation, Inc.
3550 Biscayne Blvd.
Suite 400
Miami, FL 33137
(800) 749-8838

School Mediation Associates
702 Green Street #8
Cambridge, MA 02139
(617) 876-6074
(617) 876-6074

University of Massachusetts at Amherst
"School-Based Mediation and Conflict Resolution" program
425 Amity St.
Amherst, MA 01002

## REFERENCES:

Cohen, R. (1987, Spring). School-based mediation programs: Obstacles to implementation. *NAME News*, p. 1.

Community Board Program. (1993). *Conflict manager program information sheet*. San Francisco: Author.

Davis, A., & Porter, K. (1985, Winter). Tales of schoolyard mediation. *UPDATE on Law Related Education*, p. 27.

Helping students resolve conflict. (1993, December). *ASCD Update* , p. 4.

Knoss, R. *Reducing school conflict and violence through the development of a peer mediation process*. (1993). Thesis: Mankato, MN: Mankato State University.

National Association for Mediation in Education. (1988). Project Smart. In *Setting up a program*. Amherst, MA: Author.

O'Neill, B. (1991). *Kelso's Choice: Conflict management for children*. Winchester, OR: Rhinestone Press.

Robertson, G. *School-based peer mediation programs: A natural extension of developmental guidance programs*. Gorham, ME: University of Southern Maine. (ERIC Document Service No. ED 346 425).

Schmidt, F., & Friedman, A. (1985). *Creative conflict solving for kids*. Miami Beach: Grace Contrino Abrams Peace Education Foundation, Inc.

Schools test new ways to resolve conflict. (1993, December). *ASCD Update* , p. 1.

*Setting up a program*. (1988). Amherst, MA: National Association for Mediation in Education.

Smith, M. (1993, Dec.). Some school-based violence prevention strategies. *NASSP Bulletin*, pp. 70 - 75.

## RECOMMENDED RESOURCES:

Appalachia Educational Lab and Tennessee Education Association (1993). *Reducing school violence: Schools teaching peace: A joint study.* (ERIC Reproduction Service No. ED 351 613)

Berman, S. (1983). *Perspectives: A teaching guide to concepts of peace.* New York: Educators for Social Responsibility.

Johnson, D. W., Johnson R. T., Dudley, B., & Burnett, R. (1992). Teaching students to be peer mediators. *Educational Leadership,* 50 (1), 10 - 13.

Kreidler, W. J. (1984). *Creative conflict resolution: More than 200 activities for keeping peace in the classroom K-6.* Glenview, IL: Good Year Books.

Lucas, E. (1991). *Peace on the playground: Nonviolent ways of problem solving.* New York: Franklin Watts Publishers.

McCarthy, C. (1992). Why we must teach peace. *Educational Leadership,* 50 (1), 4 - 5.

Playground peacemakers. (1994). In *Innovative discipline.* (pp. 25 - 35). West Haven, CT: National Education Association.

Ploumis-Devick, E. (1992). *Appreciating differences: Teaching and learning in a culturally diverse classroom.* Tallahassee, FL: Southeastern Regional Vision for Education.

Prutzman, P. (1988) *The friendly classroom for a small planet.* Nyack, NY: Children's Creative Response to Conflict.

Scherer, M. (1992). Solving conflicts: Not just for children. *Educational Leadership,* 50 (1), 14 - 18.

Stephens, R. D. (1993, Winter). Regional school safety center: The time has come. *School Safety,* p. 2.

Terrell, R. H. (1992). *A kid's guide to how to stop the violence.* Washington, MO: Paperbacks for Educators.

# Cooperative Classrooms

# COOPERATIVE CLASSROOMS

In a cooperative classroom students work together in small groups, drawing upon each others' strengths and accommodating individual differences as they assist one another in group projects and individual work assignments. In this setting "each person is responsible for his own learning and for assisting others" (Hilke, 1990, p. 8). The group draws upon the strengths of each person, and peers offer each other feedback, support, and encouragement for learning (Johnson & Johnson, 1987). Cooperative learning encourages supportive relationships, good communication skills, and higher-level thinking abilities.

Cooperative learning structures the classroom "so that students work together to accomplish goals, accommodating each other's differences and finding ways to encourage and nourish high levels of achievement and positive social interaction" (Sapon-Shevin, 1990, p. 65). Cooperative learning strategies may be especially beneficial for students who are at risk for or who have emotional/behavioral disabilities because a) they have been shown to increase achievement, especially among low-achieving students; b) they have been shown to be helpful in mainstreaming students with emotional/behavioral problems; c) they promote positive social relations and development; and d) they help increase "students' affection for themselves, each other, class, school, and learning" (Rhode, Jenson, and Reavis, 1993, p. 94).

The staffs of Edward Smith and Salem Hyde Schools in Syracuse, NY included a section on cooperative classrooms in their *Building "Community" in Classrooms and Schools* (1990). This section entitled "Creating Cooperative Classrooms" has been reprinted on pages 49 - 52.

## *BUILDING A COOPERATIVE CLASSROOM ENVIRONMENT*

Sapon-Shevin (1990) recommends several strategies which may be used to create a cooperative classroom environment:

- Eliminate competitive classroom symbols: Teachers can decrease competition by not reading student scores aloud, returning papers in order of their scores, or writing classroom averages on the blackboard. Additionally, teachers can create visual displays that include the work of all children, not solely those which are the most outstanding.
- Use inclusive language: Teachers can use language to encourage group achievement and group solidarity rather than language that targets a single student or group of students.

- Build the classroom community: Teachers can select classroom activities that draw the whole class together, building "a sense of belonging and cohesion."

- Encourage students to use one another as resources: Teachers can "create multiple opportunities for students to see each other as sources of information, instruction, and support."

- Encourage students to notice each other's accomplishments: Teachers can turn around the "natural inclination" of students to attend to each other's mistakes by refocusing their attention on positive acts and achievements.

- Use children's literature to teach about cooperation: Teachers can introduce students to literature that has cooperation and/or conflict resolution as a theme and engage students in discussions around personal and classroom application of the literature's themes.

## CREATING COOPERATIVE LEARNING GROUPS

A variety of models may be used to restructure academic curricula through the use of cooperative learning techniques. The strength of these models is their comprehensiveness and their adaptability to various subject areas and ages/abilities (Sapon-Shevin, 1990). A few of these models include:

- Circles of learning: Heterogeneous groups of two to six students share resources and help one another learn as they work on a group assignment with a common goal.

- Jigsaw: Working in heterogeneous groups of three to six students, each student works independently to master one assigned portion of the lesson and then shares the information with other group members.

- Groups of four: Students are selected randomly to work together on a common task, such as reviewing a homework assignment.

- Group Investigation/Small-Group Teaching. Students work in groups of two to six to select a topic related to an area of interest to them. Through cooperative planning, the teacher and students decide how to investigate the topic and determine group task assignments. Each group member does an individual investigation and shares it with the group. The group then prepares a presentation for the entire class (Hilke, 1990).

- The Johnson and Johnson Model and the Johns Hopkins (Slavin) Model for Cooperative Learning have been used as cooperative learning strategies by the Pennsylvania Quality Education Initiatives Project. Descriptions of these models have been reprinted on pages 55 - 60.

## STRUCTURING COOPERATIVE GAMES

Another strategy which may be used in classrooms to promote cooperative behavior is the use of games that involve students cooperating to overcome an outside obstacle rather than overcome one another (Sapon-Shevin, 1990). Cooperative games can be purely recreational, or can be designed with an academic content. Several books of cooperative games are available commercially (Harrison, M. & The Nonviolence and Children Program, 1976; Orlick, 1978; Orlick, 1982). Teachers may adapt these games for their individual classrooms, or they may wish to create their own.

## REFERENCES:

Cooperative learning--Johns Hopkins (Slavin). (1992). In *Quality Education Initiatives*. Harrisburg, PA: Bureau of Special Education, Pennsylvania Department of Education.

Cooperative learning--Johnson and Johnson Model. (1992). In *Quality Education Initiatives*. Harrisburg, PA: Bureau of Special Education, Pennsylvania Department of Education.

Davern, L., Marusa, J., & Quick, D. (Eds.). (1990). *Building "community" in classrooms and schools* . Syracuse: Inclusive Education Project.

Harrison, M., & The Nonviolence and Children Program. (1976). *For the fun of it! Selected cooperative games for children and adults*. Philadelphia: Nonviolence and Children Friends Peace Committee.

Hilke, E. V. (1990). *Cooperative Learning*. Bloomington: Phi Delta Kappa Educational Foundation.

Johnson, D. W., & Johnson, R. T. (1987). *Learning together and alone: Cooperation, competition, and individualistic learning*. Englewood Cliffs, NJ: Prentice-Hall.

Orlick, T. (1978). *The cooperative sports and games book: Challenge without competition*. New York: Pantheon Books.

Orlick, T. (1982). *The second cooperative sports and games book: Challenge without competition*. New York: Pantheon Books.

Rhode, G., Jenson, W. R., and Reavis, H. K. (1993). *The tough kid book: Practical classroom management strategies.* Longmont, CO: Sopris West.

Sapon-Shevin, M. (1990). Student support through cooperative learning. In W. Stainback, & S. Stainback (Eds.), *Support networks for inclusive schooling: Interdependent integrated education* (pp. 65 - 79). Baltimore: Paul H. Brookes.

## RECOMMENDED READING

Davidson, N., & Worsham, T. (1992). *Enhancing thinking through cooperative learning.* New York: Teachers College Press.

Luvmour, S., & Luvmour, J. (1993). *Everyone wins! Cooperative games and activities.* Philadelphia, PA: New Society Publishers.

Rhoades, J., & McCabe, M. M. (1992). *The cooperative classroom: Social and academic activities.* Bloomington: National Education Service.

Davern, L., Marusa, J., & Quick, D. (1990). Creating cooperative classrooms. In L. Davern, J. Marusa, and D. Quick (Eds.), *Building "community" in classrooms and schools* (pp. 9 - 12). Syracuse: Inclusive Education Project.

*MATERIAL NOT COPYRIGHTED*

## CREATING COOPERATIVE CLASSROOMS

"When classrooms are purposefully heterogeneous, one clear objective is that students will develop an understanding and respect for one another's differences and will find ways in which to support and nurture each other's learning. Competitive classrooms, in which students attempt to prove to themselves, to their classmates, and to their teacher that they are the best, first, smartest, or fastest, are clearly incompatible with this objective" (Sapon-Shevin, 1990, p. 65).

True communities are characterized by a spirit of cooperation. Making the transition from a competitive and/or individualistic to a cooperative environment is critical to building a sense of community in the classroom—but it is not an easy task. Most adults and children have been thoroughly socialized into competitive ways of thinking and acting.

Structuring activities in a competitive manner is extremely tempting because children do become excited about contests, competitive games and so forth. It is important to be aware in this situation that the child is excited not about math, social studies or "learning," but about the prospect of beating her or his classmates. There are ways to achieve excitement and interest which arise directly from the learning experience. Children can be encouraged to challenge themselves by measuring themselves against their own past performance as opposed to that of others'.

Making this shift from a primarily individualistic or competitive classroom to one which is predominantly cooperative is a gradual process. It may begin with modifying the most overtly competitive structures (e.g., contests, displaying only the "best" papers, recognizing only the student who gets the top grade in spelling).

The teachers whose ideas appear below have not let up on striving diligently for each child to achieve at the highest possible level—but students are actively taught that they do not need to measure themselves against each other in order to achieve and do well (or even do "great").

Some teachers have begun this transformation by developing "cooperative learning" lessons. Materials and training on these methods are now easily available to most interested teachers.[3] These methods allow teachers to arrange lessons so that students need to work together in order to accomplish the learning task. This gives students an opportunity to have a great deal of interaction with one another and to receive instruction on interpersonal skills on a regular basis. The tasks can be arranged so that any child can participate and learn (including students with extensive needs).[4]

[3] See *Circles of Learning* by D.W. Johnson, R. Johnson, E. Holubec & P. Roy, 1984, Alexandria, VA: The Association for Supervision and Curriculum Development.

[4] For more information contact the Inclusive Education Project for "Cooperative Learning in an Integrated First Grade Classroom" by B. Ayres, L. O'Brien & T. Rogers.

But creating cooperative classrooms is much more than developing formal cooperative lessons which are implemented two or three times a week. Cooperative lessons are only one element. In cooperative classrooms, teachers are constantly asking themselves the question: "What message are children getting from the way I am structuring this learning activity (or classroom job, game, or project)? Are students getting the message:

> "It's my job to do better than Julie."
>
> or
>
> "It's my job to do the best I can and help Julie do the best she can."

Part of creating a cooperative environment is the way the teacher structures the class layout:

☞ Many classrooms have desks grouped in small clusters. Children within the cluster are encouraged to work as a team—that is, to help each other, practice "getting along" with each other, and to share materials. Some classes arrange desks in a "wheel" structure (including the teacher's desk).

☞ In Art class, kids sit at tables in teams. Each table is a team responsible for that table's clean-up.

☞ We group students according to diverse personalities and needs. Sitting in groups makes things more "family-like." Kids aren't one of 27 or 28. They notice when someone seems tired, sick, worried, sad, and they will bring these important things to my attention.

Of course, even in cooperative classrooms, conflicts will still arise. Some teachers encourage students to work out their conflicts (with help if needed), rather than just physically separating children from each other.

The concept of "cooperation" is talked about openly and frequently:

☞ Talking about the learning process is important—that is, how people learn and how we need to help each other learn.

☞ We point out examples of choices that lead to cooperation, point out examples of cooperation at home or in a neighborhood and talk about ways we can help each other. We do this from the first day of school.

Cooperation is structured in various ways throughout the school day. The Arts provide many opportunities to promote cooperation:

☞ Plays and skits are cooperative activities which bring children together.

☞ Choral music is by its nature cooperative. We are always listening to one another in order to make "one sound."

☞ The Orchestra performs as a group—all individuals strive to make the end product the best it can be.

☞ In shows, kids quickly learn that an individual's efforts bear directly on the success (or failure) of the whole. Kids learn to support one another in dance routines or give someone a line he or she has forgotten, or pick up a "missed" cue.

Some teachers started using "buddies" and partners in order to better connect students with special needs with other students, and found out that all students benefited from these cooperative partner and group connections:

> ☞ We have peer tutoring and reading buddies. We pair students for classroom jobs and do a variety of cooperative whole class projects. For example, the class is divided into different groups. Each group draws a different part of a story. Then, the parts of the story are put together and we admire how great the story looks.

Cooperative efforts between individuals, or within small or large groups are enthusiastically recognized:

> ☞ We display cooperative projects with each group member signing his or her name. (For students who are unable to sign their name, they may use a name stamp or copy their name.) No one is separated out—everyone is included.

> ☞ The whole group is rewarded for positive behaviors. We put scoops of popcorn in the jar for positive behaviors and when the jar is full we have a class party.

Some teachers have looked at their existing structures and routines and tried to figure out ways to convert the activities from individualistic to cooperative activities:

> ☞ We have used Learning Centers for a while, and now we limit the materials in the Centers so that children will have to determine how they will cooperate to complete the activity or task.

> ☞ We use to have each child draw his/her own picture for morning activity. Now we have each group construct a group picture.

Teachers also make a point of modeling cooperative behaviors among themselves. The way that adults function as a team and resolve problems together is a powerful lesson to children.

In cooperative environments children begin to develop a strong sense of group identity. As one child stated:

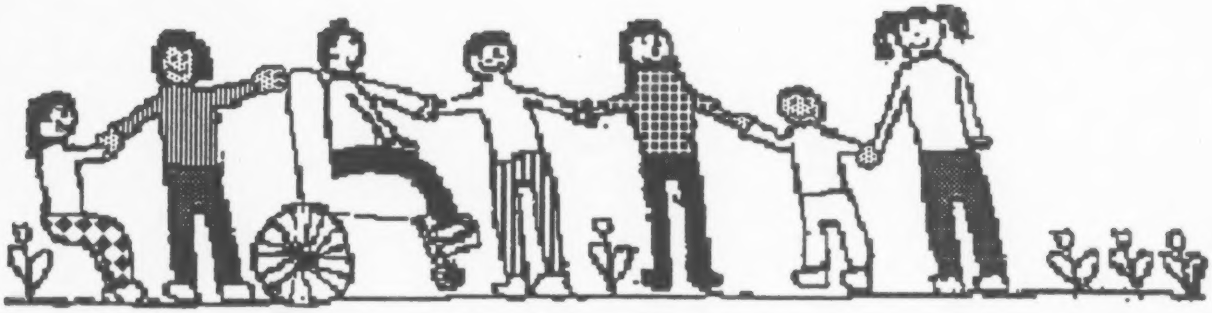
> ☞ The special thing about this room is that everybody works together. How do I know? Nobody told me. I know because I'm that class and I hope I'm one of the people who help work together. We get to do fun projects, play games, and read books. You really should be here. Of course we work, but it's fun.

Children develop a "classroom spirit" as well as a "school spirit." The individual child begins to feel as though he or she is an important member of an important group. This may be a particularly powerful experience for a child who looks or acts different. In previous experiences, she or he may have been ostracized from groups because of differences.

A sense of group membership is reinforced by such activities as naming the room, or creating a class logo or banner. Teachers help students to "acknowledge and encourage the uniqueness of our room."

In order for the class to maintain a sense of true community, this sense of "group spirit" is not used against other groups (e.g., having classes or schools compete against each other). Classes can still maintain a strong sense of their own specialness and uniqueness without competing against others.

"Community is a spirit—but not in the way that the familiar phrase 'community spirit' is usually understood. To most of us it implies a competitive spirit...such as that displayed by fans of winning football teams.....But this understanding of the spirit of community is profoundly misleading....There is nothing competitive..about the spirit of true community. To the contrary, a group possessed by a spirit of competition is exclusive; genuine community is inclusive. If community has enemies, it has begun to lose the spirit of community" (Peck, 1987, p. 73-74).



Cooperative learning--Johns Hopkins (Slavin). (1992). In *Quality Education Initiatives*. Harrisburg, PA: Bureau of Special Education, Pennsylvania Department of Education.

*MATERIAL NOT COPYRIGHTED*

# COOPERATIVE LEARNING — JOHNS HOPKINS (SLAVIN)

The Johns Hopkins (Slavin) Model of Cooperative Learning incorporates a wide range of instructional methods, including direct instruction, individual work, mastery testing, guided discovery, team study, peer response groups, partner reading, and other group activities. The model distinguishes between homogeneous teaching groups and heterogeneous work groups. Team teaching, with regular, special, and remedial teachers, allows teachers to take responsibility for direct instruction of students with unique needs (in a teaching group) and to circulate among heterogeneous work groups to assist teams and individual students.

Five different configurations are used in the Slavin Model:

1) *STAD* and 2) *TGT*. Student Teams Achievement Divisions (STAD) and Teams Games Tournaments (TGT) are cooperative learning processes that can be used in any subject area. In both programs, the teacher presents new material or skills, which students then study cooperatively in their learning teams. In STAD, students eventually take a test or quiz on the new content, and the team members' scores are used to compute a team score by which teams are recognized. In TGT, following team study, the students engage in tournaments with students of similar ability levels. During tournaments students ask one another questions and check each other's answers. Teams are rewarded based upon the individual team member's performance in the tournaments.

3) *Jigsaw II*. In Jigsaw, students from each team are assigned by the teacher to "expert groups." Each expert group is given a portion of new content to investigate and to learn. After the expert groups have distilled the important information from their particular area, the students return to their teams and exchange the new information with team members who were in other expert groups. Students help team members master the new material in preparation for a quiz. Quiz scores are used to determine team scores and team rewards.

4) *TAI*. The Team-Assisted Individualization Math program focuses on math instruction for third through eighth grade. In TAI, students proceed through math units at their own rate, based upon mastery of unit tests. The TAI program uses teacher-directed initial instruction in small groups on new concepts or skills. During student practice, teammates check one another's work and give corrective feedback when necessary. As team members pass unit tests, the teams earn points for a team score and for team awards.

5) *CIRC*. The Cooperative Integrated Reading and Composition program focuses on reading instruction in second through sixth grade. The CIRC program uses teacher-directed instruction in reading groups, followed by cooperative learning, guided practice, and independent practice activities. Students work on a specifically designed sequence of activities involving silent and oral reading, vocabulary practice, story grammar activities, reading comprehension instruction and practice, and story-related writing. Students discuss their work, correct one another's activities, and

provide corrective feedback to one another. Quizzes at the end of the instructional cycle are used for individual accountability and to determine team scores.

*Grants awarded to*

Williamsport Area School District–IU 17
717-327-5530

Bethel Park School District–IU 3
412-854-8677

West Allegheny School District–IU 3
412-695-3422

Philadelphia School District–IU 26
215-951-4012

Apollo Ridge School District–IU 28
412-478-3716

*Developer*

Dr. Robert Slavin
410-516-8000

This program description is a composite of information drawn from materials provided by the developer over the course of this grant.

Cooperative learning--Johnson and Johnson Model. (1992). In *Quality Education Initiatives*. Harrisburg, PA: Bureau of Special Education, Pennsylvania Department of Education.

**MATERIAL NOT COPYRIGHTED**

# COOPERATIVE LEARNING — JOHNSON AND JOHNSON MODEL

Cooperative learning is a model for organizing a large class into small learning groups (usually with 2–6 members), and rewarding students based on the learning of the group as a whole. There is a difference, however, between "having students work in a group" and "cooperation among students." For small-group learning to be cooperative, students must have a joint purpose, perceive that they "sink or swim together," discuss the material being learned face-to-face, work to ensure that every group member learns, have the necessary collaborative skills to work together effectively, and periodically reflect on how well they are coordinating their efforts. Results of research studies reveal that cooperative learning strategies not only reduce the degree to which students with learning disabilities are rejected by their normal progress classmates, but also increase the academic achievement and self-esteem of all students participating in these activities.

In the Johnson and Johnson Model there are five major elements of the cooperative learning process:

1) Positive Interdependence, which is developed through achieving mutual goals, receiving joint rewards, and sharing materials and information;
2) Face-to-Face Interaction, developed by verbal interactions of students (oral summarizing, giving and receiving explanations, and relating what is being learned to previous learning);
3) Individual Accountability, assured by frequently stressing and assessing individual learning;
4) Interpersonal and Small Group Skills. Students learn leadership, decision making, and conflict resolution skills;
5) Group Processing. Students learn procedures for analyzing how well their group is functioning.

From the basic elements of the cooperative learning process, students learn three types of skills: task skills, which are content focused and are necessary for completing an assignment and meeting criteria for quality; social skills, which are those behaviors performed by all group members to help complete the task; and maintenance skills, which place emphasis on the individual members and which build group cohesiveness and stability, and individual self-esteem.

The teacher's role in cooperative learning is clearly delineated in order to structure, monitor, and evaluate cooperative learning experiences and to assure that the basic elements are incorporated into the learning process.

*Grants awarded to*

Bucks County–IU 22
215-348-2940

Cheltenham Township Area School District–IU 23
215-881-6410

Solanco Area School District–IU 13
717-786-2546

Oxford Area School District–IU 24
215-932-6600

Fox Chapel Area School District–IU 3
412-963-9600

Mifflinburg Area School District–IU 16
717-966-0914

*Developer and Project Director*

Dr. Roger Johnson
612-624-7031

82

This program description is a composite of information drawn from materials provided by the developer over the course of this grant.

# Early Childhood

# EARLY CHILDHOOD

Prevention of emotional and behavioral problems really begins before a child is born. Comprehensive prenatal and infant care as well as good nutrition give children a healthy beginning that supports a natural desire to learn. While it has long been known that the first years of a child's life are crucial for later development, recent research has confirmed and reinforced this knowledge. Unfortunately, a wide gap remains between our knowledge and social policy. The Executive Summary of the Carnegie Corporation's *Starting Points* (1994) explains:

> We can now say, with greater confidence than ever before, that the quality of young children's environment and social experience has a decisive, long-lasting impact on their well-being and ability to learn.
>
> The risks are clearer than ever before: an adverse environment can compromise a young child's brain function and overall development, placing him or her at greater risk of development a variety of cognitive, behavioral, and physical difficulties. In some cases these effects may be irreversible. The opportunities are equally dramatic: adequate pre- and post-natal care, dependable caregivers, and strong community support can prevent damage and provide a child with a decent start in life. (xiii)

A child's readiness to learn when beginning school is heavily dependent upon the experiences of the first years of life. Children whose physical and mental health needs have been met by nurturing, supportive parents and caregivers enter school with the best promise of readiness to learn. These children enter kindergarten with a "school literacy" that is "more basic than knowledge of numbers and letters. It is the knowledge of *how to learn*" (Heart Start, 1992, p. 7). Those children who come to kindergarten with "school literacy" bring with them characteristics which enhance their ability to learn, such as: confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate, and cooperativeness (Heart Start, p. 7). According to the 1993 *National Education Goals Report*, most kindergarten teachers are less concerned about beginning students knowing how to count or recite the alphabet. "The characteristics that kindergarten teachers believe are most important for school readiness are those that begin in infancy, such as the ability to communicate, curiosity, and sociability" (National Education, 1993, p. 12).

The goal of all children receiving the quality of care and experiences that enables them to enter school ready to learn is the first one of eight stated in the Goals 2000 legislation passed by the United States Congress during April of 1994.

Goal 1: By the year 2000, all children in America will start school ready to learn.

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems. (National Education, 1993)

Part H of the Individuals with Disabilities Education Act (IDEA) allows states to identify and serve high-risk children and their families. A category entitled "environmental risk" is used by several states, among them Hawaii, Massachusetts, Michigan, and New Mexico, to determine if children are at risk for adverse developmental outcomes. "Children at environmental risk include those whose care giving circumstances and current family situation place them at greater risk for delay than the general population. Examples of environmental risk factors which states have listed include parental substance abuse, family social disorganization, poverty, parental developmental disability, parental age and educational attainment, and child abuse or neglect" (Shackelford, 1992). These factors put children at risk for emotional and behavioral problems which may be prevented if addressed early.

The nature of the environment in which a child spends the first few years of his or her life greatly affects the child's emotional well-being as well as his readiness for school. Positive, caring interactions with family and other caregivers can help children develop "the emotional foundation for living a rewarding life." Unfortunately, many families lack the understanding, the capacity or the support to provide such experiences, and many child care situations fail to provide the nurturing and caring that children need for emotional growth (Heart Start, 1992, p. 14). Parents who work outside of the home often feel overwhelmed by the dual demands of work and family, spend less time with their children, and worry about the quality of care their children are receiving. "These problems affect all families, but for families living in poverty, the lack of prenatal and child health care, human services, and social support in increasingly violent neighborhoods further stacks the deck against their children" (Starting Points, 1994, xiii).

Longitudinal evidence from several programs gives indication that early childhood intervention programs may reduce juvenile delinquency and predelinquent behavior (Zigler, Taussig, & Black, 1992). The authors support the idea that successful experiences early in childhood "snowball" to generate further success in school settings and other social contexts. Early intervention programs which include a parent training/support component are especially successful because they work "to improve family functioning, and in turn, child functioning." The authors caution that although early training appears to be desirable, "it would be wrong to believe that a single dose of any type of program will keep a child out of trouble" (p. 1003). For lasting benefits, children need interventions that are **comprehensive** in their approaches and goals and include many systems that influence the child.

In her longitudinal study of 698 Hawaiian infants, Werner (1989) found that risk factors and stressful environments do not inevitably lead to poor adaptation. Some high risk children balance the stressful events in their lives that heighten vulnerability with protective factors that enhance resilience. Interventions can help decrease exposure to risk factors or stressful events and/ or increase protective factors and sources of support. Early intervention of this nature is most important for infants and young children who are the most vulnerable because they lack "the essential social bonds that appear to buffer stress." Werner's research showed that if parents were incapable or unavailable to provide the consistent nurturing needed by children, significant others could be sources of support to help expand children's communication and problem-solving skills and enhance their self-esteem. The most resilient children identified in her 30-year study were those who "had at least one person in their lives who accepted them unconditionally, regardless of temperamental idiosyncrasies or physical or mental handicaps." She concluded: "All children can be helped to become more resilient if adults in their lives encourage their independence, teach them appropriate communication and self-help skills and model as well as reward acts of helpfulness and caring" (p. 111).

Young children have four kinds of needs (Heart Start, 1992). They need good physical health; sufficient time with their parents and other caregivers to develop an intimate and supportive relationship; responsive care giving based on an understanding of how children develop; and a safe and supportive environment in which to grow. In order to meet these needs and develop school literacy in young children, Heart Start (1992) outlines a number of federal, state, and local strategies, including affordable and accessible health care for all children, higher salaries and more extensive training requirements of child care providers, lowered child/care provider ratios in child care centers, job-protected parental leave, community-centered family support programs, and comprehensive networks of parenting education classes. For families with more intense needs whose children may be at risk for emotional and behavioral problems as well as school failure, Heart Start recommends:

- Every community should develop a plan for identifying and coordinating care for all families of infants and toddlers in need of intensive services.

- Every community should work to develop an array of integrated services for families with more severe needs.

- Foundations and state and federal governments should provide funding for high-quality specialized mental health, child abuse treatment, foster care, and/or early intervention services. Those services should be accessible in all communities to families of children with complex medical needs, and to parents who are teenagers, or who have mental health problems, are drug-addicted or are otherwise not fully functional.

- Foundations and state and federal governments should provide funds for specialized family-centered training for those who work with parents and foster parents and their infants and toddlers. (p. 25)

A comprehensive listing of Heart Start recommendations is detailed in Appendix A.

In a similar study on the development of children before birth to age three, members of the Carnegie Task Force on Meeting the Needs of Young Children (1994) identified a "quiet crisis" among young children that is affecting healthy development, undermining school readiness, and ultimately threatening the economic strength of the country. "In contrast to all the other leading industrialized nations," their report reads, "the United States fails to give parents time to be with their newborns, fails to ensure pre-and postnatal health care for mothers and infants, and fails to provide adequate child care" (Starting Points, 1994, p. xiv). The task force made recommendations in four key areas that "constitute vital starting points for our youngest children and their families"

Promoting Responsible Parenthood

- Planning for parenthood by all couples to avoid unnecessary risks and to promote a healthy environment for raising a child.

- Providing comprehensive family planning pre-conception, prenatal, and postpartum services as part of a minimum health care reform package.

- Delaying adolescent pregnancy through the provision of services, counseling support, and age-appropriate life options.

- Expanding education about parenthood in families, schools, and communities, beginning in the elementary school years but no later than early adolescent.

- Directing state and local funds to initiate and expand community-based parent education and support programs for families with infants and toddlers.

Guaranteeing Quality Child Care Choices

- Strengthening the Family and Medical Leave Act of 1993 by expanding coverage to include employers with fewer than fifty employees, extending the twelve-week leave to four to six months, and providing partial wage replacement.
- Adopting family-friendly workplace policies such as flexible work schedules and assistance with child care.
- Channeling substantial new federal funds into child care to ensure quality and affordability for families with children under three and making the Dependent Care Tax Credit refundable for low- and moderate-income families.
- Providing greater incentives to states to adopt and monitor child care standards of quality.
- Developing community-based networks linking all child care programs and offering parents a variety of child care settings.

Ensuring Good Health and Protection

- Making comprehensive primary and preventive care services, including immunizations, available to infants and toddlers as part of a minimum benefits package in health care reform.
- Offering home-visiting services to all first time mothers with a newborn and providing comprehensive home visiting services by trained professionals to all families who are at risk for poor maternal and child health outcomes.
- Expanding the Women, Infants and Child (WIC) nutritional supplementation program to serve all eligible women and children.
- Making the reduction of unintentional injuries to infants and toddlers a national priority.

- Expanding proven parent education, support, and counseling programs to teach parents nonviolent conflict resolution in order to prevent child abuse and neglect, and implementing community-based programs to help families and children cope with the effects of living in unsafe and violent communities.

- Enacting national, state, and local laws that stringently control the possession of firearms.

Mobilizing Communities to Support Young Children and Their Families

- Focusing the attention of every community in America on the needs of children under three and their families, by initiating a community-based strategic planning process.

- Experimenting broadly with the creation of family-centered communities through two promising approaches: creating family and child centers to provide services and supports for all families; and expanding and adapting the Head Start model to meet the needs of low-income families with infants and toddlers.

- Creating a high-level federal group directed by the President to coordinate federal agency support on behalf of young children and to remove the obstacles faced by states and communities in their attempts to provide more effective services and supports to families with young children.

- Funding family-centered programs through the Community Enterprise Board in order to strengthen families with infants and toddlers.

- Establishing mechanisms, at the state level, to adopt comprehensive policy and program plans that focus on the period before birth through the first three years of a child's life. (pp. xiv - xvi)

As violence becomes a greater force in our lives, even our very youngest children are not immune. "Today's infants are in double jeopardy. On the one hand, they are in danger of becoming the victims of violence. On the other hand, they can become accustomed to violence, losing the ability to empathize with its victims, and taking on the role of the aggressor" (Osofsky, 1994, p 3). The Study Group on Violence formed by Zero to Three/National Center for Clinical Infant Programs documents the experience of violence and young children as part of a social phenomenon that has become "deeply embedded in almost all areas of our society." The Study Group has made recommendations that can "begin to alleviate the repercussions of pervasive violence in our nation's homes, individual communities and our society as a whole" (Violence Study Group, 1994, p. 38).

The Study Group has also made recommendations that can "begin to alleviate the repercussions of pervasive violence in our nation's homes, individual communities and our society as a whole" (Violence Study Group, 1994, p. 38). Their report documents the experience of violence and young children as part of a social phenomenon that has become "deeply embedded in almost all areas of our society." The group's findings include:

1. Very young children exposed to violence can be traumatized with a form of Post Traumatic Stress Syndrome (PTSD) and this trauma can have an impact on their ability to form relationships, the way they relate to others, their tolerance for violence as they grow to adulthood and their ability to learn new information

2. Many children in the United States are continually exposed to actual violence or images of violence that increasingly desensitize them to violence against others and teach them to resolve conflict in a violent manner. They often feel that threatening violence is the only way they can be safe.

3. Parents feel powerless against the continual barrage of violence in the community, media and society in general. Violence is not only tolerated in our society, it is welcomed as entertainment.

4. All of the traditional protectors of children, parents, child care workers, teachers, and others, feel that they cannot protect children from either the real violence or the images of violence in their environment. (p. 39)

From these findings, Zero to Three (1993) has developed a three-point agenda for action which involves individuals, families, government, and institutions all working together to resolve the problem of violence:

1. A family centered approach to addressing trauma/prevention

   - Parents need help in coping with the violence around them — they need information about what to tell their children about violence;

   - Children exposed to violence need healing for the trauma they have experienced;

   - Children need skills in non-violent problem resolution and a hope for a future without violence;

   - Parents and practitioners who work with children need information and training materials to help them meet the needs of children and families impacted by violence;

2. A realignment of values

   - Political leadership needs to consolidate small efforts to curb violence into a national campaign to "change our national attitudes toward violence and our tolerance of violent behavior" so that violence and violent acts are not viewed as entertainment;

   - More investment needs to be made in prevention of violence than in disincentives to violence such as arrest and incarceration; and

3. Informed comprehensive public policy strategies for reducing violence

   - A national policy needs to be developed that will ensure that parents understand their responsibility in gun ownership and the necessity of keeping weapons out of the hands of children; refine our existing fragmented services into a more goal-directed set of violence prevention and follow-up services that will include family-centered mental health strategies; and restrict the amount of violence children may view on television and in movies.

Too often interventions and programs targeted at modifying older children's emotional difficulties or anti-social behavior come too late. Consequently, early childhood programs (focusing on children birth to eight years) need to be a central dimension of any comprehensive prevention program.

## *EARLY CHILDHOOD PROGRAMS*

A broad range of programs nationwide are attempting to address the need for prevention of emotional and behavioral problems among young children. Profiles of several programs are included here.

### CHILDREN'S HEALTH PROJECT,

### GREAT BARRINGTON, MASSACHUSETTS

The Children's Health Project supports five health and educational programs for parents and children, all located under one roof. CHP offers new parents WIC nutrition services; parent-to-parent guidance during the first year of their child's life; and weekly social/educational opportunities for promoting socialization, language development, and cognitive skills. Young mothers are given support to build competencies needed to obtain a driver's license and high school diploma. Additionally, pediatric nurse practitioners conduct well-child visits, provide health education, treat acute care problems, and act as case managers for children birth to 18 years of age (Creating Sound, 1992).

CONTACT:
Linda Small, Executive Director Children's Health Program
54 Castle St.
P. O. Box 30
Great Barrington, MA 01230
(413) 528-9311

## GENESIS: HEALTHY YOUNG FAMILIES, BOULDER, COLORADO

This program is aimed at breaking the cycle of dysfunctional behavior by providing comprehensive and intensive assistance for teen parents, their children, and families. Services includes assessment and referral, health education, facilitation of school re-entry, parent education, individual and family counseling, and advocacy. Many services are offered at a Boulder high school through the Teen Parenting Program (LINK-UP, 1991).

CONTACT:
Dr. Lonnie M. Hart, Executive Director
Boulder Valley Schools
6600 Arapaho
Boulder, CO 80303
(303) 447-5247

## HAWAII HEALTHY START

Hawaii's Healthy Start Program began as a demonstration program in 1985. It was so successful in strengthening families that the Hawaii Legislature and State Department of Health appropriated funding to expand Healthy Start statewide. Evaluations have shown a reduction in family stress and child abuse since the program began. "Healthy Start offers a systematic and highly effective approach to prevention of child abuse among the most vulnerable population--infants and toddlers at risk. It creates an excellent opportunity to focus on promotion of child health and development of these children. Moreover, it coordinates a range of services to the most needy families of a community" (Breakey & Pratt, 1991, p. 22).

A nationwide initiative known as Healthy Families America launched by the National Committee to Prevent Child Abuse in partnership with Ronald McDonald Children's Charities, is working to replicate the Hawaii program in all fifty states. The Healthy Families initiative seeks to lay the foundation for nationwide, voluntary home visit services for all new parents by developing a network of statewide systems. During the past two years Healthy Family activities have been initiated with planning committees at work in each state and trainings for program development offered at numerous sites.

Services offered by the Healthy Families program begin in the hospital with systematic screening of all new parents to identify those in most need of at-home support and education. At first, families receive weekly home visits from trained service providers; later, quarterly visits are made. Services may continue until the child enters school.

In addition to home visits, service providers coordinate access to community-based services such as housing, substance abuse treatment, and supplemental food programs. All families are linked to a health care provider to ensure their children receive ongoing care, screening for developmental delays, and immunizations.

According to literature provided by the program, the Healthy Start approach is designed to improve family coping skills and functioning, promote positive parenting skills and parent-child interaction, promote optimal child development, and prevent child abuse. The model has nine complementary features:

1) Systematic hospital-based screening to identify high risk families of newborns;

2) Community-based home visiting family support services as part of the maternal and child health system;

3) Individualizing the intensity of service based on family's need and level of risk;

4) Linkage to a "medical home;"

5) Coordination of a range of health and social services for at risk families;

6) Continuous follow-up with the family until the child reaches age five;

7) A structured training program in the dynamics of abuse and neglect; early identification of families at risk; home visiting;

8) Collaboration with the state Coordination Council for Part H of P. L. 99-457;

9) Staff selection and retention. (Breakey & Pratt, 1991)

## HEAD START PUBLIC SCHOOL EARLY CHILDHOOD TRANSITION DEMONSTRATION PROJECT

This pilot federal program extends the preschool Head Start program for children in kindergarten through third grade, creating a seamless system of services for at risk students (Cohen, 1994). The transition projects, now operating in 32 states nationwide (in Idaho the program has spread statewide), require collaboration among schools, Head Start centers, parents, and community agencies. The projects are designed to help restructure classrooms, offer health and social services within the school setting, encourage parental involvement, and boost parents' role in decision making. The goal of these demonstration projects is to maintain and enhance the early gains made by Head Start participants that often fades by the time they enter third grade.

One demonstration project entitled Project Transfer, operating in Illinois, has collaborated extensively with other early childhood programs. Service providers to the program include health, mental health, and well-child agencies, a drug-counseling center, a community college, and a literacy program. Family educators, family-school liaisons, and specialists in nutrition, early childhood, inclusion of special-needs children, and adult education are also involved. Instruction and services are offered in Spanish and English.

## HEALTHY MOTHERS, HEALTHY BABIES INITIATIVE, NEW JERSEY

A coalition of health care providers, educators, churches, community groups, and social service agencies are working together in this initiative to improve the health of mothers and their babies in several New Jersey cities. Services include prenatal care, counseling, and improved educational opportunities for mothers (LINK-UP, 1991).

CONTACT:
New Jersey Department of Health Department of Human Services
CN700 2202 South Warren Street
Trenton, NJ 08765-0700
(609) 292-1617

## INFANT CARE TRAINING PROJECT

## BIRMINGHAM, ALABAMA

This program offers new adolescent mothers returning to school support services in the form of nurses, school counselors, tutoring, parent education, comprehensive high school education, modified physical education, home study, and community service referrals. The project assists students to gain entry-level job skills as infant care aides while they strengthen their own parenting skills. Intervention strategies used to increase the ability of this at-risk population to secure employment or enter a postsecondary program after graduation include vocational, health, counseling, educational, and child care services. The project provides day care services in the Infant Care Center, which serves as a laboratory extension of the Infant Care Services course (Chambers & McDonald, 1993).

CONTACT:
Dr. Dorothy Chambers, Executive Director
Vocational Education
Birmingham Public Schools
2015 Park Place
Birmingham, AL 35203
(205) 583-4738

## PARENTS AS TEACHERS (PAT),

## MISSOURI

Each school district in Missouri offers parent education and family support services through this program. Building on the concept of parents as children's primary teachers, the program seeks to enhance each child's social, physical, and intellectual development while teaching parents how to reduce stress and enjoy parenting. All parents with children ages zero to three are eligible for PAT services, but special emphasis is placed on finding and serving children who may be at risk. PAT works to identify and remediate special problems, often preventing the need for special education placement once the child enters school. Through home visits every four to six weeks, parent educators work with families and do periodic screenings for physical, cognitive, and language development. As it is operated through the school system, PAT is a preventative program that brings families and schools together as educational partners (Integrating Systems, 1992).

CONTACT:
Candice Baker, Administrator
St. Clair County Health Center
Route 2, Box 1L
Osceola, MO 64776
(417) 646-8157

## PRIMARY MENTAL HEALTH PROJECT (PMHP)

The PMHP is a state coordinated school-based program model for early detection and prevention of young children's school adjustment problems. The PMHP was federally initiated in 1957 and is based on the following four elements: (a) a focus on primary graders; (b) early systematic use of brief, objective screening measures to identify children at risk for adjustment problems; (c) the use of carefully selected, trained, supervised nonprofessional child-associates as direct service agents with children; and (d) modification of professional roles away from traditional one-to-one diagnostic and therapeutic services for the obviously hurting few, toward activities—such as selecting, training, and supervising child associates, and teacher consultation—that sharply expand preventive services to young children (Cowen, et. al, 1989).

Since 1982 the states of California, Connecticut, New York and Washington have been most actively involved in implementing the PMHP model. The agency responsible and program name for each of these states is summarized below:

California Department of Mental Health
Program Name: Primary Intervention Program (PIP)

Connecticut Department of Education Program
Name: Primary Mental Health Project

New York Department of Education
Program Name: Primary Mental Health Project

Washington Department of Social & Health Services
Program Name: Primary Intervention Project

A description of the California Primary Intervention Project is provided below:

> The Primary Intervention Program (PIP) has been supported by the California Department of Mental Health since 1982. The Primary Intervention Program (PIP) for kindergarten-to-3rd grade children is a school-based mental health intervention program for early detection and prevention of school adjustment problems. These programs have been implemented successfully in many of California's 58 counties. The Primary Intervention Program funds three-year demonstration projects which provide screening and non-structured play sessions. Through the use of screening procedures, PIP identifies primary grade children with early school adjustment problems. Once identified, they receive services from carefully selected, trained paraprofessional children's aides who work under close school-based professional supervision. These aides receive additional training and consultation from the county mental health program. Each child is seen for a weekly 30 to 40-minute play

> session in which the aides, through play techniques and reflective listening, help the child overcome problems such as aggression, shyness, or inattentiveness that interfere with the child's learning at school. The goal is to help children get a good start in school by fostering a healthy self-concept, positive social skills, and skills in task completion.
> (California Programs, 1991, p. 25)

Although the federal funding for the PMHP has ended, these four states can serve as a model for other states desiring to move in the direction of state coordinated, early intervention mental health services.

"Evaluation studies have shown that the PMHP program significantly reduces young children's school adjustment problems and enhances their competencies" (Chandler, Weissbery, Cowen, Guare, 1984).

CONTACT:
Primary Mental Health Project
University of Rochester
Rochester, NY 14627
(716) 275-2547

## REGIONAL INTERVENTION PROGRAM,
## NASHVILLE, TENNESSEE

The Regional Intervention Program (RIP), founded in 1969 in Nashville, Tennessee, and successfully replicated in more than 20 communities during the past 25 years, represents a pioneering approach to the delivery of community-based family-centered services. The program serves young children six years old and younger who have disabilities, including emotional and behavioral problems. The program regards the family as the basic unit of change and engages family members actively in the treatment process with their children. RIP operates on the principle that families with young children who have special needs also have "remarkable capacities for helping themselves and each other" (Timm, 1993). RIP parents are trained to be therapists for their own children, principal trainers of other parents, and daily operators of the service delivery system. The program consists of two phases--treatment and payback. After completing the treatment phase of the program, veteran parents begin the process of payback for the services they have received by teaching and training other parents who are beginning the program.

CONTACT:
Matthew A. Timm, Executive Director
Regional Intervention Program
Middle Tennessee Health Institute
2400 White Avenue
Nashville, TN 37204
(615) 269-5671

## SCHOOLS OF THE 21ST CENTURY

Developed at Yale University, this program uses the existing educational system to provide a variety of child care and family support services. All-day, year-round child care is offered for preschoolers, beginning at age three. A before and after-school and vacation care program is available to students in grades kindergarten through six. The program reaches out to expectant parents through linkages with parent education and family support programs. Parents enroll voluntarily in a home visiting program that provides information, advice, and services. Program staff members help parents locate quality child care in the community. A school resource center provides linkages to health, nutrition, and other services parents may need during the child's first three years of life. A resource center at the school provides ongoing professional development for teachers, home visitors, and other community providers. Outreach services provided by the program include:

- A network of licensed or registered family day care providers in the district, with the school's child care system as the hub;
- A resource and referral system for families;
- A home-based, family support and parent education program.

The program is financed through parental fees, government scholarship, and private donations and has been successfully implemented in several states (Starting Points, 1994; Zigler & Lang, 1990). Several communities have adopted and replicated the model or selected components of the model.

## STEPS TOWARD EFFECTIVE ENJOYABLE PARENTING (STEEP)

## MINNEAPOLIS, MINNESOTA

The Steps Toward Effective Enjoyable Parenting (STEEP) Program locates at-risk women and infants through obstetric/gynecological clinics. Program staff members work with pregnant women, mothers, and children from birth to age two at the clinics, in their homes, and in group meetings on parenting issues.

One goal of the program is to explore how parents' own early care influences their relationship with their child (Creating Sound, 1992).

CONTACT:
Martha Farrett Erikson, Coordinator
STEEP N 548 Elliott Hall
75 E. River Rd.
Minneapolis, MN 55455
(612) 624-0210

## TEMPERAMENT PROGRAM

## LA GRANDE, OREGON

A community-based prevention program for behavior disorders in children has been in operation in La Grande, OR since 1988. The program's services are provided by specially trained parents, called temperament specialists, who visit participating families once a week. Temperament specialists help parents with their individual parenting skills and make referrals to other community resources as needed. Temperament specialists are conceptualized as "ideal neighbors" who accept parents' values and "offer only advice that is likely to help." The work of the temperament specialists is supervised by mental health professionals.

The program offers free "Child Behavior Screening" to organizations that serve children and families. Services to participating families are organized in a four-phase intervention model--assessment, parent-child relationship strengthening, specific parenting advice and support, and continued availability--that provides a structured approach yet permits flexibility to meet individual needs. The program has developed a parenting guide with information about child development and specific strategies built around the theme that "Parenting is different for every child" (The Temperament, 1990).

The goal of the program is for parents to leave the program with "a better understanding of their child, many effective parenting strategies, a plan for the future, and a resource book of parenting information geared to their particular needs" (Smith, 1994). Participation in the program varies from as few as four weeks to more than a year, depending upon family needs.

The Temperament Program is often the first involvement families have with social services. For some parents, this program many be the only service needed. For others, the program may complement mental health counseling, psychiatric services, day treatment, special education, medical care, foster and adoptive child services, juvenile corrections, and child protection services.

The Temperament Program is funded through parental fees and state support through the Oregon Division of Mental Health.

CONTACT:
Temperament Program
Center for Parenting Excellence
1104 K Avenue
La Grande, OR 97850
(503) 963-9404

## REFERENCES:

Breakey, G., & Pratt, B. (1991). Healthy growth for Hawaii's "Healthy Start." *Zero to Three, 11*(4), pp. 16-22.

*California programs and services for students with serious emotional disturbance.* (1991). Sacramento: Resources in Special Education.

Chambers, D., & McDonald, S. (1993). *Birmingham Public Schools' Infant Care Training Project: A learning center for teenage mothers.*

Chandler, C., Weissberg, R. P., Cowen, E. L., & Guage, J. (1984). The long-term effects of a school-based secondary prevention program for young maladapting children. *Journal of Consulting and Clinical Psychology, 52,* 165 - 170.

Cohen, D. L. (1994, April 27). Making the connection. *Education Week,* p. 1.

*Creating sound minds and bodies: Health and education working together.* (1992). Washington, DC: National Health/Education Consortium.

*Heart Start: The emotional foundation of school readiness.* (1992). Alexandria, VA: Zero to Three.

*Integrating systems of care for children and families: An overview of values, methods and characteristics of developing models, with examples and recommendations.* (1992). Tampa: Department of Child and Family Studies, Florida Mental Health Institute, University of South Florida.

*LINK-UP: A Resource Directory.* (1991). Alexandria, VA: National School Boards Association.

National Education Goals Panel (1993). *The National Education Goals Report. Volume One: The National Report.* Washington, DC: Author.

Shackelford, J. (1992, October). State/jurisdiction eligibility definitions for Part H. *NECTAS Notes*, pp. 1 - 13.

Smith, B. The Temperament Program: Community-based prevention of behavior disorders in children. (1994). In W. B. Carey & S. C. McDevitt (Eds.), *Prevention and early intervention: Individual differences as risk factors for the mental health of children* (pp. 257 - 266). New York: Brunner/Mazel.

*Starting points: Meeting the needs of our youngest children.* (1994). New York: Carnegie Corporation of New York.

Study Group on Violence. (1993). Call for violence prevention and intervention on behalf of very young children. In J. D. Osofsky & E. Fenichel (Eds.),, *Caring for infants and toddlers in violent environments.* (pp. 38 - 41).. Richmond, VA: Zero to Three.

*The Temperament Program.* (1990). La Grande, OR: Center for Parenting Excellence.

Timm, M. A. (1993). The Regional Intervention Program: Family treatment by family members. *Behavioral Disorders, 19* (1), 34 - 43.

Werner, E. E. (1989, April). Children of the Garden Island. *Scientific American*, pp. 106 - 111.

Zigler, E. F. & Lang, M. E. (1990). *Child care choices: Balancing the needs of children, families and society.* New York: The Free Press.

Zigler, E., Taussig, C., & Black, K. (1992). Early childhood intervention: A promising preventative for juvenile delinquency. *American Psychologist, 47* (8), 997 - 1006.

## RECOMMENDED READING:

Albee, G. W., Bond, L. A., & Monsey, T. V. C. (1977). *Improving children's lives: Global perspectives on prevention.* Newbury Park, CA: Sage Publications.

Cadiz, S. M. (1994, March). Striving for mental health in the early childhood center setting. *Young Children*, pp. 84 - 86.

Chalufor, I., Bell, C., Weil, J., Dyer, A., & Peppey, B. (1988) *As I am.* Ellsworth, ME: Action Opportunities, Inc.

O'Brien, J. (1994, January). Head Start and mental health. *National Head Start Bulletin*, 1.

Osofsky, J. D. & Fenichel, E. (Eds.) (1994). *Caring for infants and toddlers in violent environments*. Richmond, VA: Zero to Three.

Wallen, J. (1993, March). Protecting the mental health of children in dangerous neighborhoods. *Young Children*, pp. 24 - 27.

Zeanah, C. H. (1994). *Handbook on infant mental health*. New York: Guilford Publications.

# Ethnoviolence Prevention

# ETHNOVIOLENCE

Ethnoviolence—acts of violence or intimidation motivated by prejudice and hate—is a special breed of violence schools must be concerned with as student populations become increasingly multicultural and multiracial. Whereas racism in schools may exist in subtle forms of biases and stereotypes that may stem from an unconscious awareness of actions and assumptions, more obvious examples are also becoming increasingly present in our society at large: the formation of gangs along racial lines, the use of racial slurs, vandalism, and interpersonal violence based on hate and prejudice (Stephens, 1991, p. 2). As the United States becomes an increasingly multicultural nation, schools have the challenge to "create a learning climate and educational setting where cultural diversity is embraced with appreciation, acceptance and understanding" (Stephens, 1991, p. 2).

Stephens (1991) outlines several school strategies effective in countering prejudice and hate-motivated crime and violence:

- Establishing districtwide policies that reflect a zero tolerance for racism;
- Developing a well-planned multicultural curriculum;
- Planning classroom activities that help students examine their own beliefs and prejudices;
- Developing conflict mediation programs (see Conflict Mediation section of this document);
- Removing or painting over offensive graffiti immediately;
- Developing a school-community training program designed to heighten understanding among ethnic groups;
- Providing counseling for newcomers;
- Establishing an attitude of acceptance and respect for ethnic and cultural differences;
- Creating an attitude of appreciation and care so that every student feels important and appreciated for the uniqueness he brings to the educational setting;

Two articles entitled "Principles of Multicultural Practice" by Don C. Locke (*School Safety*, Fall, 1993) and "Classroom Discipline without Cultural Bias" by Richard Curwin and Allen Mendler (*School Safety*, Fall, 1993) have been reprinted on pages 85 - 86, and 89 - 91, respectively. These articles examine in more detail the issue of ethnoviolence and strategies for preventing and dealing with ethnoviolence in schools.

## REFERENCES:

Curwin, R. L., & Mendler, A. N. (1993, Fall). Classroom discipline without cultural bias. *School Safety*, pp. 24 - 26.

Locke, D. C. (1993, Fall). Principles of multicultural practice. *School Safety*, pp. 27 - 28.

Stephens, R. D. (1991, Fall). Overcoming prejudice and hate. *School Safety*, p. 2.

Locke, D. C. (1993, Fall). Principles of multicultural practice. *School Safety*, pp. 27 - 28.

*MATERIAL NOT COPYRIGHTED*

BY DON C. LOCKE

*The differences that exist between members of the dominant culture and members of ethnically diverse cultures are real. Counselors and educators must be aware of these differences from which people form their world views.*

# Principles of multicultural practice

Increased knowledge of multicultural issues contributes to better relationships between counselors and educators and their students and clients. The following model is designed to serve as a framework for gaining information on diverse ethnic groups so that those working with students or clients from these groups might have increased personal awareness and information about individuals and the groups in general. The model has potential usefulness in teaching, individual counseling, family counseling, group counseling and other interventions with diverse populations.

### Information from within

Culturally diverse individuals and groups should be the primary source of information about their situation, condition or direction. Any efforts directed at identifying, developing or evaluating information related to the culturally diverse should involve individuals from the specific populations, preferably in leadership roles. When teaching or counseling individuals from diverse ethnic groups, helping professionals should include strategies appropriate to those groups. Those strategies should take into account both the historical and the contemporary status of the groups.

### Dignity for all

Multiculturalism encourages the treatment of culturally diverse group members with dignity, respect and responsibility. Individuals from diverse ethnic groups should be treated with the same dignity and respect that any individual receives in the particular setting. Educators and counselors need to bear in mind that ethnically diverse status does not diminish or eliminate the responsibility of the individual client for meeting his or her own needs. The needs may be met within a different structural framework than might be used by a member of the dominant culture or by a member of another ethnic group, but the responsibility remains with the individual.

### Recognize individuality

Ethnically diverse populations are heterogeneous. Any knowledge gained about members of a particular group must be balanced with the view that each person is also a unique individual. Individual dimensions of behavior exist within culturally diverse groups. What might be viewed as a particular style or pattern for the ethnically diverse group may not represent a specific style or pattern for any given individual within the group. Counselors and educators are encouraged to remember that students or clients from ethnically diverse populations bring with them many beliefs, values and attitudes that result from membership in their ethnic group. The manner in which these beliefs, values and attitudes are expressed is influenced by an individually unique adaptation based on personal style.

### Rethink planning policies

Educational institutions should have well-defined policy statements and curricula regarding the significance, purpose and thrust of their multicultural efforts. The multicultural focus should be a part of the core of what is done in any setting, rather than peripheral in nature. In far too many cases, attention to multicultural issues is an afterthought rather than a part of the foundation of program efforts, as it should be. Multiculturalism is not simply the addition of content about ethnically diverse peoples; it involves rethinking the policies related to the use of all material in a curriculum.

Individuals interested in moving toward a multicultural program should begin by (a) recognizing that education and/or counseling are not value-free; (b) identifying current biases and deficiencies in the existing program by conducting a critique of the environment; (c) acquiring a thorough knowledge of the philosophy and theory concerning multiculturalism and its application to the specific setting; (d) acquiring, adapting and developing materials appropriate to the multicultural effort being undertaken; and (e) determining an effective

---

*Donald Locke, Ph.D., is professor of counselor education at North Carolina State University.*

means of involving members of the ethnically diverse population(s) in the effort to make the program responsive to all persons served. These preparatory efforts should lead to a solid foundation upon which to build a multicultural program that is reasonably sensitive to the needs of the various populations served.

### Beware of assumptions

Multicultural efforts must focus on normal behaviors and wellness, rather than on abnormal behaviors and illness. Far too many efforts at meeting the needs of ethnically diverse individuals fail because they begin from a viewpoint of abnormality rather than normality. Factors such as "low self-esteem" and "self-hatred" are frequently assumed to be characteristic of ethnically diverse group members without any investigation of the basis on which such claims are made. We must also use care in how we translate research results and generalize them to populations larger than those used in the research investigations.

### Effects of racism

Multiculturalism requires that educators and counselors be aware of the systemic dimensions of racism and alienation and attempt to understand the experiences, life-styles, and values of students and clients. As convenient as it might be to pretend that racism does not permeate most of the culture of the United States, we must be aware of it, how it affects members of the dominant culture and how it affects members of ethnically diverse cultural groups. If schools and other institutions are to be successful with all students and clients, there must be acknowledgment of the prevailing values in the system. Because awareness is the initial step in dealing with any problem, representatives of institutions and members of diverse populations must understand how racism affects both groups.

### Expand training

Educators and counselors must be capable of demonstrating effectiveness with individuals from diverse ethnic groups. Training programs must expand beyond single course offerings into areas that deal directly with the needs of culturally diverse populations. Training must move beyond rhetoric about cultural pluralism to what is real in the lives of the culturally diverse. Programs should focus on training counselors and educators for roles as change agents who will challenge the system rather than modify the behavior of culturally diverse students or clients to fit the system.

### Enhance understanding

These guidelines are presented to help teachers and counselors use the model of multicultural understanding or information on a specific group.

Learn as much as possible about your own culture. One can appreciate another culture much more if one first has an appreciation of one's own.

Work at being open and honest in your relationships with culturally diverse populations. Leave yourself open to different attitudes and values, and encourage those different from yourself to be open and honest with you about issues related to their cultures. Attend to the verbal and nonverbal communication patterns between yourself and your culturally diverse students or clients.

Seek to develop genuine respect and appreciation of culturally diverse attitudes and behaviors. Show that you both recognize and value cultures different from your own. Respect can be demonstrated by starting with the life experiences of the student or client, and not the experiences of the teacher or counselor.

Take advantage of all opportunities to participate in activities in the communities of culturally different groups.

Remember that individuals from culturally diverse groups are both members of their groups and unique individuals as well. Strive to keep a healthy balance between your view of students or clients as cultural beings and as unique beings.

Learn to examine cultural biases, prejudices and stereotypes. Eliminate all of your behaviors that suggest prejudice or racism and do not tolerate such behaviors in your colleagues or in other members of your own cultural group. Teach your students or clients how to recognize bias and how to challenge stereotypes.

Encourage administrators and supervisors in your school or agency to institutionalize practices that acknowledge the diversity among students or clients.

Hold high expectations of culturally diverse students or clients and encourage others who work with diverse populations to do likewise.

Ask questions about the cultures of ethnically diverse groups. Learn as much as possible about different cultures and share what you learn with others.

Develop culturally specific strategies, techniques and programs to foster the psychological development of culturally different individuals and groups.

### A vision of a better society

In 1972, the Commission on Multicultural Education of the American Association of Colleges and Teacher Education issued a statement titled "No One Model American." The document states that multiculturalism "recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended."

This statement communicates a vision of a better society, one that is possible if the current efforts to create a truly multicultural outlook are implemented and sustained. It recognizes the multicultural and pluralistic nature of U.S. society and calls for the development of comprehensive approaches to meeting the needs of all students and clients. To make a difference, we must continue theory development relevant to the culturally diverse, conduct quantitative and qualitative research on diverse populations, and ensure that curriculum offerings are inclusive of all groups.

*This article is excerpted from the book* Increasing Multicultural Understanding, *by Don C. Locke. Reprinted with permission of Sage Publications, Inc., © 1992, Don C. Locke.*

Curwin, R. L., & Mendler, A. N. (1993, Fall). Classroom discipline without cultural bias. *School Safety*, pp. 24 - 26.

***MATERIAL NOT COPYRIGHTED***

BY RICHARD L. CURWIN AND ALLEN N. MENDLER

*The "Discipline with Dignity" program, in which 3,000 school districts have participated, improves classroom discipline strategies for reaching multicultural students.*

# Classroom discipline without cultural bias

Multiculturalism poses both opportunities and problems to school administrators, teachers and the pupils they serve. It can be an extremely positive channel for celebrating our diversity, but it also can become a disruptive force, as in cases when the concept is distorted to declare: "Here's how we're better than you."

In a multi-ethnic, multiracial classroom, if a teacher seems to single out an individual child constantly for discipline, it can be misinterpreted as "cultural bias." When this happens, the potential for angry, disruptive behavior in the classroom spreads rapidly, fueled by cross-cultural tensions.

Fortunately, there are effective curricular programs that teach students at all grade levels to value and appreciate diversity. At the heart of every multicultural, multi-ethnic education program must be mutual respect.

This is particularly true in the case of classroom discipline programs. Outmoded discipline techniques that demand only obedience to authority simply do not work in any classroom. These programs only exacerbate tensions, especially in a multicultural environment. Whatever a student's cultural background, every child yearns, and deserves, to be treated with dignity and respect. The same is true for every teacher.

## Promoting mutual respect

That is the foundation of "Discipline with Dignity," a flexible, common-sense classroom behavior management program that stresses the prevention of most discipline problems and offers strategies for dealing with angry, disruptive behavior, without cultural bias or negative connotations. The goal of "Discipline with Dignity" is important for students of every cultural background: to teach children how to behave responsibly.

During the past decade, through workshops and in-service training including more than 300 "Discipline with Dignity" workshops this year, the program has helped more than 100,000 teachers in 3,000 school districts throughout the United States to find better strategies to reach and engage today's students. We know from more than a decade of feedback that the program works equally well with children of *all* ethnic backgrounds, in all types of school districts.

The reason is simple: No matter what background a student comes from, everyone wants to be treated with dignity. The program offers essential skills and strategies for dealing with discipline problems that positively affect the lives of youth. Promoting mutual respect, classroom cooperation, and shared decision making, enhances classroom safety. Teachers can reduce disruptive behavior significantly and concentrate on their duties as professional educators instead of being forced to function as classroom cops.

What is especially helpful for culturally diverse populations is the basic principle that all students must be treated as individuals. "Discipline with Dignity" uses no easy remedy, formulas, inflexible systems or recipes. While teachers using the program are aware of cultural differences — for example, the use of eye contact, proximity and what respect means to different ethnic groups — they do not fall into the deadly trap of thinking that everyone in any ethnic group is the same.

Thus, teachers understand cultural differences but still treat every student as a person. Children and parents from all cultures appreciate this feature and flourish because of it.

## Avoiding conflict in the classroom

"Discipline with Dignity" is not magic. It does not promise to eliminate all classroom discipline problems and violence,

---

*Richard L. Curwin, Ph.D., a former junior high teacher and university professor, is author of* Rediscovering Hope: Our Greatest Teaching Strategy. *Allen N. Mendler, Ph.D., is a practicing school psychologist and author of* Smiling at Yourself. *Together, Curwin and Mendler have written several books:* Discipline with Dignity; Taking Charge in the Classroom; The Discipline Book; *and* Am I in Trouble? *They are currently working on a book on violence in schools, due to be published in 1994.*

but it does offer practical strategies for avoiding most conflicts. These include:

- improving teacher-student communications;
- recognizing that every student has basic needs, including the absolute need to maintain his/her dignity;
- teaching every student the skills for responsible behavior;
- using responsibility-based interventions when students break rules;
- focusing on teachers' responsibilities to students, both as individuals and as members of a group; and
- providing effective skills in recognizing and resolving conflict to both students and teachers.

The strategies are designed to develop a schoolwide and classroom philosophy of effective behavior management. These strategies are based on sound educational, psychological and common sense principles.

These principles include developing a comprehensive classroom discipline plan; quickly stopping misbehavior when it occurs without attacking the dignity of the student; resolving problems with "difficult to reach" youth who chronically disrupt the learning process; reducing student and teacher stress; and using special guidelines for rules and consequences that work.

**Consequences, not punishments**

The focus on consequences is essential. Consequences are not punishments, but rather represent a logical and agreed to response to breaches of rules spelled out in a "social contract" developed between teacher and pupils. Although an effective list of consequences requires knowledge and skill to develop properly, it is essential to classroom discipline management. Consequences are most effective when they are:

- clear and specific;
- within a range of alternatives;
- *not* punishments;
- natural and/or logical responses; and
- related to rules developed in the classroom social contract.

Four types of effective consequences have been identified. They are:

- natural/logical (related to the rule);
- conventional (already existing consequences modified to remove punishment as an instructional component);
- generic (apply to all rules); and
- instructional (have a direct teaching function).

In many schools, long-standing disciplinary cultural mores are punishment or detention-oriented. The use of consequences is most effective when the administration fully understands the principle and supports teachers in their efforts to change from a punishment-oriented discipline plan.

**Making a positive difference**

The "Discipline with Dignity" program has been conducted throughout the United States, Canada, Europe and Japan. In the United States, it has been presented to educators by such groups as the Association for Supervision Curriculum Development, Phi Delta Kappa, the National Association of Secondary Schools Principals, NEA New York and Teach for America.

Those who use the program in schools with culturally diverse student populations report that it makes a positive difference in dealing with their school discipline problems. Because these approaches are not culturally biased, do not single out individual children and are based on mutual respect, they are particularly effective in culturally diverse school districts.

For example, in Niles, Michigan, a school district with an increasingly diverse student population and growing concerns about school and classroom disruption, 117 members of the Niles Community Schools Board of Education and district administrators have trained in the program. A February 1993 survey found that 86 percent of participants felt they had gained knowledge and new skills to better deal with classroom behavior management and discipline problems. Eight out of 10 said they were using these skills regularly, and 72 percent said they had changed their methods of behavior management.

After the first year of the program, the Niles staff has reported a marked change in behavior management problems. Students seemed better motivated and there was a decrease in "acting out."

Most Niles teachers who participated reported feeling "calmer" and "having greater confidence" in their ability to deal with problems. A marked decrease in office referrals and an improved school climate overall are reported. One teacher commented, "I was going to quit last year. Using 'Discipline with Dignity' got rid of all my power struggles. I want to teach again."

In California's San Jose Evergreen School District, with 14 schools and about 10,000 culturally diverse students, a three-year program is under way to train principals, teachers, support staff and school board members.

Teachers from each of the Evergreen District schools have been designated as trainers to teach "Discipline with Dignity" to their peers. The district reports that after the first few months of the program, one principal already noticed a dramatic drop in referrals to his office. Another school's staff was so motivated that they decided to incorporate program concepts into their site plan seven months before district strategy called them to do so.

A teacher in Essex Junction, Vermont, reports that before "Discipline with Dignity," he was on the verge of losing his job because of poor discipline in his classroom. After participating in a summer training program, he is now a model for other teachers in his school.

Experience clearly shows that the approach can work in all classrooms. It accomplishes far more than merely preventing discipline problems. As important as that may be, it also *builds* lasting positive behavior patterns among students. The approach effectively reduces school violence because it efficiently addresses the causes of out-of-control behavior.

Teachers and school principals at all levels of experience are recognizing the need for a better alternative to demanding obedience to authority. One veteran elementary school teacher in Fargo, North Dakota, commented afterward, "Teachers are asking, 'What do we do with kids that have no respect or fear of authority?' The norms have changed. Family and dysfunction are synonymous. The program gives concrete answers in a random society." This from a teacher with 26 years experience!

A middle school principal in Havre de Grace, Maryland, said, "In the semester that we have been working with 'Discipline with Dignity,' morale has improved, attendance has improved and referrals to the office have declined."

### Maintaining dignity

The power-based imposition of controls on a student's behavior is simply not enough. Schools must help them become decision makers and critical thinkers. Schools must help them feel that they can contribute to society, and schools must enhance their students' joy for learning, which is virtually impossible to accomplish in a classroom environment dominated by stress, disruption and power struggles.

"Discipline with Dignity" is geared to the needs of teachers and administrators as much as it is for students. Dignity can only be maintained if it encompasses all parties involved; the teacher must be respected as an educator in the classroom, just as students must be respected for their individual worth. It is all part of the same equation.

### Meeting students' needs

This message of mutual respect offers a vital positive focus on multiculturalism. As a practical consideration, teachers today have no choice but to accommodate the burgeoning diversity of the students of today's classrooms. The alternative is frustration and eventual burnout. The key to success is to understand and meet the basic needs of every student. All children need:

- to feel and believe they are capable and successful;
- to know they are cared about;
- to realize they are able to influence people and events;
- to remember and practice helping others through their own generosity;
- to have fun; and
- to be in a safe learning environment.

When any of these basic needs is unfulfilled, the child will seek other means of gratification. Some will turn to extended family members. Others will turn to friends, while some look to the streets. Gangs can be a powerful influence, and in a multicultural setting, the lure can be based on "us versus them" attitudes.

While many, perhaps even most, incidents of misbehavior at school are related to nonschool factors such as family, community and poverty, "Discipline with Dignity" has shown that most discipline problems can be effectively prevented at school by showing both teachers and students how to handle themselves in challenging situations.

Teachers and schools that work to meet children's needs greatly increase the chances of consistent success in achieving their mission of preparing children to be productive adults and contributing members of society. Clearly, discipline can be a "win-win" situation.

Discipline with Dignity *is distributed through the National Education Service, which also distributes multi-ethnic and multicultural teacher education programs, including "Effective Strategies for Teaching Minority Students," "Successful Schooling for Everyone," and* From Rage to Hope: Strategies for Reclaiming Black & Hispanic Students. *(See review on page 34.)*

*For further information about the* Discipline with Dignity *program, in-service training or workshops, please write National Education Service at 1610 West Third Street, Bloomington, Indiana 47402-0006, or phone 800/733-6786 or 812/336-7700.*

## Ideas that work!

School district public relations personnel are introduced to a unique collection of safety-related activities in a newly revised book published by the National School Safety Center.

*Educated Public Relations: School Safety 101* leads readers through the public relations planning process and describes school public relations methods, school safety issues and specific strategies and tactics to promote safe schools and quality education.

The book stresses the need for schools to develop partnerships with various community groups. The proposed 101 school safety ideas provide activities for school public relations directors to use with school employees, students, parents, community residents, service groups, business leaders, government representatives, law enforcers and the media.

"Engineering Consent," an updated version of the original 1947 treatise by Edward L. Bernays, begins the book. It outlines Bernays' eight-point plan for public relations, a system he has used during his seven decades as a public relations counselor. Bernays often is credited with formally establishing the public relations profession.

The unique blend of practical and theoretical information on public relations, schools and safety has made the book a useful text in teacher education courses and a working guide for practitioners.

The book is available from NSSC for $8.00.

# Full Service Schools

# FULL SERVICE SCHOOLS

Students learn best when their emotional, social, and health needs are met. Many students come to school with a variety of problems that interfere with their learning. Educators realize they cannot meet the escalating health and social service needs of students alone (Thomas, 1993). As needs of children and youth and their families become more complex, they need one central place to go to find services for their social, health, emotional, and cultural needs. Building upon early models of school-based clinics of the 1980s, many schools of the 1990s are developing integrated, full service systems "created around the concept of providing more powerful support structures in schools" (Dryfoos, 1993, p. 30). This emerging movement aims toward reducing fragmentation and duplication of services while developing a "seamless" system of services to support the needs of children and youth and their families. Schools are a logical place to offer full services because virtually every child and family has contact with schools, and they are familiar structures located in all neighborhoods.

School-linked services "are part of a larger movement toward the integration of education, health, and social services to solve problems of service fragmentation, overlap, and lack of access and availability. The vision of this integration is for all agencies in the community to be child-centered and to increase the likelihood that all children will be healthy during their important developmental years" (Thomas, 1993, p. 1).

## *STATE EFFORTS TO DEVELOP FULL-SERVICE SCHOOLS*

### New Jersey

The first substantial effort by a state to link schools and social services was in New Jersey where the School Based Youth Services Program (SBYSP) was implemented in 1988. Initiated by the New Jersey Department of Human Services in an effort to place comprehensive services in or near high schools, the program has now spread to 30 urban, rural, and suburban school districts, with at least one site per county, and is being piloted in elementary and middle schools. The program is administered by schools, hospitals, social service agencies, and community-based organizations (Levy & Shepardson, 1992).

The state of New Jersey does not impose a single statewide design, but requires each site to offer a least a core set of services that offers "one-stop shopping" for families. Services provided at all sites include mental health and family counseling, primary and preventive health services, employment counseling, training and placement, job development, academic counseling, recreation, and referral to other health and social services not available on-site. Additional services are determined according to local needs. SBYSP services are open to any student in a participating school with the consent of their parents, and services are available to students and their families during and after school, on weekends, and during vacations. Primary funding for the program is through an annual $6 million state appropriation (Levy & Shepardson, 1992).

### Kentucky

In Kentucky the development of Youth and Family Resource Centers has been built into school reorganization. This movement is "based on the belief that educational reform cannot succeed unless it is integrated with community services through school centers" (Dryfoos, 1993, p. 31). Based upon the principles of family support and empowerment, these school and community-based centers collaborate with a range of child and family service agencies to provide services to students at risk of failure and their families. Kentucky's legislation mandates that every elementary school with more than 20 percent of its students eligible for free lunches must establish a Family Service Center. The action statement of the Youth and Family Resource Centers reads: "Each community will weave its own tapestry of services, depending on location; availability of services; needs of children; youth and families involved; available funding and the vision of the people shaping the program" (Action Statement, 1993, p. 10).

### Florida

Florida was the first state to codify the concept of full service schools into law in 1989. The law defines a full service school as one that:

> . . . integrates education, medical, social, and/or human services that are beneficial to meeting the needs of children and youth and their families on school grounds or in locations which are easily accessible.
>
> Full-service schools provide the types of prevention, treatment, and support services children and families need to succeed as students, parents, and workers. The services are high quality and comprehensive and are built on interagency partnerships which have evolved from cooperative ventures to intensive collaborative arrangements among state and local and public and private entities. The collaborating agencies are most importantly education, health care, transportation, job training, child care, housing, employment, and social services.
>
> (*Full Service*, 1991, p. 6)

The range of designs of these schools is broad, "reflecting the diversity in needs and resources at the community level" (Dryfoos, 1993, p. 32). A more detailed description of the Florida concept of Full Service Schools is included in Appendix B.

### California

California's version of the full service concept is the Healthy Start Program, established by law in 1991. Healthy Start is designed to enhance prevention and early intervention programs for children in the state. Administered by the California Department of Education, the program seeks to provide significant, prevention-oriented assistance to students by establishing systems for integrated service delivery in or near school sites. The program offers funding to school districts and local education associations to create innovative, collaborative partnerships to meet the health, mental health, social service, and academic support needs of low-income students and their families (Thomas, 1993).

Each Healthy Start program offers four or more of the following support services: health care, mental health services, substance abuse prevention and treatment services, family support and parenting education, job development, academic support, health education, youth development services, counseling, and nutrition services. All programs include the following critical elements in their design: one-stop shopping; four or more support services targeted toward low-income students and family members; culturally appropriate services; education and training for collaborating staff; and individualized case management (Thomas, 1993).

## PROFILE OF A FULL SERVICE SCHOOL

Hanshaw Middle School, serving 870 students in Modesto, CA, is featured in Joy Dryfoos' *Full-Service Schools* (1994) as a "unique example of a school-system-initiated full-service community school" (p. 117). Dryfoos points to Hanshaw as a model where public and private agencies have become partners at school to offer students a wide range of support services. On-site services offered at the school include mental health treatment, substance abuse prevention and treatment, family support and parenting education, health and dental screening and assessment, child welfare services, academic support and tutoring, bilingual health education programs, and information and referral.

The school's resource center, located in the center of the campus, houses medical and dental examination rooms as well as offices for the case management team, project coordinator, neighborhood development worker, probation officer, and other staff.

Hanshaw was one of the first schools to receive funding under the Healthy Start Support Services for Children Act passed in California in 1991 to establish innovative, comprehensive, school-based or school-linked health, social, and academic support services throughout the state. Hanshaw has used its operational grant for the implementation of an interagency case management team and onsite resource center. State funding of the program is used primarily for personnel salaries.

In addition to offering a novel approach to student services, the school has an innovative environment and approach to teaching. The school is organized in seven "communities" and teachers are considered "community leaders" responsible for their "citizens." Each community has been adopted by one of the seven branches of California State University; students visit the campuses of their adopted school, and each university provides support and involvement opportunities for their adopted students. Local businesses are also involved in partnerships with the school-communities.

Hanshaw has an interdisciplinary curricula integrating math, science, English, and history. Team teaching and cooperative learning techniques are encouraged. The school climate at Hanshaw encourages flexibility, personal responsibility, and collaboration.

## DESIGNING FULL-SERVICE SCHOOLS

Levy and Shepardson (1992) have formulated five questions to be asked in designing a school-linked service strategy: 1) What is the primary purpose of the strategy? 2) Who is to be served? 3) What services will be offered? 4) Where will services be located? and 5) Who will be responsible for service delivery? Additionally, Behrman (1992) lists seven criteria for school-linked service success:

- The participating agencies will have to change how they deliver services to children and families and how they work together;
- The planning and implementation of school-linked services should not be dominated by any one institution—schools or health or social service agencies;
- School-linked services should be comprehensive and tailored to the needs of individual children and their families;
- Each agency participating in school-linked service efforts should redirect some of its current funding to support the new collaboration;
- School-linked service efforts should involve and support parents and the family as a whole;
- School-linked service efforts should be both willing and able to collect data about what is attempted and achieved and at what cost;
- School-linked service efforts should be able to respond to the diversity of children and families. (pp. 9-12)

Nissani and Hagens (1992) have identified five key elements of successful integration related to service delivery: 1) family-centered service delivery; 2) comprehensive service focus, 3) prevention orientation, 4) empowerment focus, and 5) local community focus.

Although the programs and guidelines highlighted here can provide a foundation for planning school-linked services, the development of full-service schools should be an individual community effort reflective of its distinctive needs and priorities. No one model can be replicated throughout the country and adequately address every community's needs. "To succeed, a community must develop an approach and tailor program design to capitalize on its particular strengths and opportunities and to respond to its citizens' unique combination of needs and expectations" (Levy and Shepardson, 1992, p. 46).

## REFERENCES:

Action statement. (1993, Winter). *The Journey*, p. 10.

Behrman, R. E. (Ed.) (1992). *The Future of Children*. Los Altos, CA: Center for the Future of Children, the David and Lucile Packard Foundation.

Dryfoos, J. G. (1994). *Full-Service Schools: A revolution in health and social services for children, youth, and families*. San Francisco: Jossey-Bass Publishers.

Dryfoos, J. G. (1993, December). Full-Service Schools: What they are and how to get to be one. *NASSP Bulletin*, pp. 29 - 35.

*Full Service Schools: A strategy for school improvement*. (1991). Tallahassee: Florida Department of Education.

Levy, J. E. & Shepardson, W. (1992). A look at current school-linked service efforts. *The Future of Children*, 2 (1), pp. 44 - 55.

Nissani, H., & Hagans, R. (1992). *The power of integrating education and human services: Achieving the power of the Northwest*. Portland: Northwest Regional Educational Laboratory.

Thomas, C. F., English, J. L., & Bickel, A. S. (1993). *Moving toward integrated services: A literature review for prevention specialists*. Portland: Northwest Regional Educational Laboratory.

# Gang Prevention

## GANG PREVENTION

"We have got to get to kids before they get to gangs."

During the past two decades an increase in gang involvement has accompanied a dramatic rise in criminal activity among American youth. Symbolic of the "deterioration in the social structure of our society," gang activity has spread from the nation's major metropolitan areas to smaller cities and suburbs (Walker, Colvin, & Ramsey, in press). The violence perpetrated by gang activity has spilled over into schools. Where school violence used to consist of an occasional fist fight, it is now common for juveniles and young adults to band together in gangs with the intent to engage in serious, especially violent, criminal behavior with special concerns for "turf" (Gaustad, 1991). Schools must now deal with gang activity as one variation among many violent actions continuing to escalate in our society and in our schools.

The first step in gang prevention for schools is for school administrators to acknowledge the problem, if it already exists, or acknowledge the potential that now exists in all communities, both large and small. Whether gang activity has been established in the community or not, school officials are more likely to draft community support for their anti-gang efforts if they openly discuss the seriousness of the problem instead of denying or avoiding it (Gaustad, 1991).

Lal, Lal, & Achilles (1993) recommend that schools adopt a "gang" philosophy in the form of a "simple, publicized statement regarding the school's position about gangs, aligned with the general philosophy of the school" (p. 33). The authors cite an example:

> The school campus is a neutral and safe place. The only gang allowed here is the (name of school) gang. All students belong to our gang. It's our family. Negative and disruptive gang behaviors will not be tolerated on this campus. Members will not be ostracized simply because they are members, but they will be treated equally and fairly. If members engage in unacceptable behavior, they will be subject to disciplinary action. (p. 34)

Schools cannot solve the problem of gangs alone. Cooperation among schools, criminal justice agencies, and community organizations is needed (Gaustad, 1991). Walker, Colvin, & Ramsey (in press) explain:

> Gang affiliations of all types are an expression of the need to bond with others for support, safety, friendship and status. Such affiliations are associated with the destruction of the nuclear or extended family that traditionally has provided for these basic human needs. Given that these needs are invariant and that adequately addressing them is no longer possible by traditional means, alternative procedures must be developed for meeting them in a

constructive, positive fashion. This difficult goal will only be achieved by the forging of effective partnerships between schools, families, churches, social agencies, community resources and the private sector. Most important, children and youth need to access safe places and appropriate peers to "hang out" and do things together. Schools can have a substantial impact in solving this problem but they should not be expected to shoulder the full burden of this responsibility.

Some effective strategies schools and cooperating community agencies can use to control and/or diminish gang activity include:

- Establish schools as neutral ground;
- Ban any activities related to gang membership, such as gang-identified clothing, hairstyles, colors, insignia, and hand gestures as well as the more obvious weapons, violence, and illegal activities;
- Erase signs of gang graffiti as quickly as possible;
- Educate school personnel with up-to-date information about gang activities and symbols;
- Educate parents to recognize early signs of gang involvement;
- Transfer rival gang members for their own safety;
- Keep nonstudent gang members away from school campuses and events;
- Control and monitor physical access to the school building;
- Supervise school buildings and grounds; campus monitors may be hired or volunteers recruited to help patrol halls and monitor visitors;
- Set clear and consistent discipline standards, with effective leadership provided by the principal;
- Teach students prosocial skills so they can appropriately handle frustrations and conflicts;
- Develop conflict mediation programs to resolve conflicts in a nonviolent manner;
- Provide inservice training to teach practical techniques to staff members for handling violent students;

- Encourage students and staff members to safeguard themselves and the school by reporting suspicious individuals, presence of weapons, and potential problems;
- Develop strategies for keeping weapons out of school (some methods currently used by schools include stiff penalties for possession of weapons, metal detectors, searches, and various ways to prevent concealment such as removing lockers or requiring book bags to be made of clear materials);
- Circulate current information about gang activities among school administrators, teachers, security staff, police, juvenile court authorities, and community agencies as quickly as possible;
- Establish relationships with gang members;
- Develop a crisis response plan to be prepared should a crisis occur, including plans for healing the community and any victims of violence; and
- Advocate for more effective state legislation to discourage gang involvement and activities. (Gaustad, 1991)

Although these anti-gang strategies can be effective, the most successful programs are those aimed at preventing gang involvement among elementary and middle school-aged students (Gaustad, 1991). This is the age when students typically begin to demonstrate "wanna-be behavior." "Once the 'wanna-be' behaviors are entrenched, it is often just a matter of time before the 'at-risk' children progress toward affiliation and finally hard-core gang behavior" (Portland, 1993).

In cooperation with other agencies, schools are attempting to attack the roots of violence while offering students a safe refuge from an increasingly violent world. Many schools have adopted gang prevention programs in an effort to break the cycle of violence that often begins in childhood and carries over into adulthood. Gang prevention programs alert students to the realities and dangers of gang membership while offering more positive opportunities to meet the needs of youth to belong and be accepted by their peers. Says Los Angeles District Attorney Ira Reiner: "We have got to get to kids before they get to gangs. Once they are caught up in the violent world of the gang culture, they are, for the most part, lost forever" (Gaustad, 1991, p. 42)

Cantrell (1992) offers a number of gang prevention suggestions for schools and educators as well as citizens and parents in "What We Can Do About Gangs" reprinted in Appendix C.

Walker, Colvin, & Ramsey (in press) list 18 recommendations for schools in preventing and intervening with gang problems. These include:

1. Gang prevention efforts must begin as early as possible in a child's school career as some kindergartners and first graders show clear signs of emerging gang involvement. Early intervention is more likely to divert children from later gang involvement.

2. The social cohesion of neighborhoods and communities must be improved if gangs are to be controlled. Schools are important partners with families, police, churches, courts, corrections, and social service agencies in working towards this goal.

3. A comprehensive, interagency records/information sharing system must be developed effectively address gang problems that will allow early intervention and guide prevention efforts.

4. Any successful gang prevention Intervention strategy must have three components:

    a. A strong law enforcement component that allows detection and detention of chronic gang members.
    b. An Intervention component that controls gang activity on School campuses and allows gang members to escape gang involvement.
    c. A prevention program to positively influence vulnerable children and youth who are on the cusp of gang activity.

5. Students vulnerable to recruitment by and involvement in gangs should be exposed to a) adult and peer mentoring, b) academic tutoring and added support as needed, c) strategies for fully engaging them in the schooling process including participation in school activities, d) social skills training geared toward recruiting and maintaining friendships and e) effective home-school communication and collaboration.

6. Teach multicultural sensitivity, awareness, tolerance, acceptance and respect. Ensure that the behavior of school staff and students reflect those values on a daily basis.

7. Re-institute teaching morals, values and socially responsible decision-making in the school curriculum.

8. Institute after school recreation and leisure programs that are available to students and their families.

9. Maintain sports programs whenever possible.

10. Provide access to computers, labs, and instructors for at risk students.

11. Strengthen school service clubs and make them broadly accessible.

12. Develop a reasonable and enforceable dress code policy.

13. Avoid a false sense of security that leads to the denial of the subtle signs of emerging gang activity.

14. Ensure that strong positive role models are available at school.

15. Transferring gang members between schools should be carefully considered as such transfers may help spread gang activity.

16. Consider developing a gang prevention policy on the school campus in collaboration with law enforcement officials and other agencies as appropriate. Implement a gang prevention curriculum as part of this effort.

17. All graffiti should be confronted and immediately removed on school buildings. Gang related graffiti found on students' persons should be confiscated. Building graffiti should be removed within 12 hours.

18. A comprehensive set of gang prevention/intervention school strategies should include a) clear behavioral expectations, b) visible staff, c) parent involvement, d) inservice training, e) graffiti removal, f) cooperation with law enforcement, g) existence of a gang prevention plan, and h) community involvement and coordination.

The Paramount Plan, profiled here, is a collaborative effort involving local government, schools, and families in discouraging gang involvement among youth and encouraging constructive alternatives to joining gangs in the community. The Long Beach Model is another collaborative effort that takes a comprehensive, pluralistic approach to gang prevention. Project Yes! and Gang Awareness and Intervention Activities are also profiled as examples of gang violence prevention programs being used in elementary and middle schools today.

## THE PARAMOUNT PLAN:
## ALTERNATIVES TO GANG MEMBERSHIP PROGRAM

This program was developed by the city of Paramount, CA to discourage gang membership among youth and increase awareness of constructive alternatives. Initiated in 1982, the program unites the three major systems in the community--the school district, local government, and families--in a long-term effort against gang membership.

Objectives of the Paramount Plan include:

1. Reduce and eliminate gang membership in the community.

2. Increase parental awareness of the negative aspects of gang membership and inform parents of alternatives available for their children.

3. Increase youth awareness of the negative ramifications of their joining a gang and steer them away from joining gangs.

4. Provide suggestions for the utilization of the resources of the local government and school district to provide activities to meet the recreational needs of children not being met by current recreational programs.

5. Through the utilization of neighborhood meetings, provide parents with a forum for discussion, and the opportunity to develop peer support groups.

6. Through utilization of the anti-gang curriculum, provide youth with a forum for discussion, and assist them in developing non-gang peer support groups.

7. Provide the school district with a program that can be implemented and utilized to assist the community in its efforts to curtail gang membership.

8. Provide the school district's teachers with training workshops that will assist them to identify gang prone youth and redirect them away from gangs.

Neighborhood meetings with parents increase their awareness of pre-gang behaviors and offer ideas for discouraging their children from joining gangs. The Alternatives to Gang Membership curriculum presented to elementary and middle school students, beginning in fifth grade, includes 15 units with media presentations and suggested activities that realistically depict what it means to belong to a gang, why youth are attracted to gangs, and how youth can avoid gangs.

According to program literature provided by the City of Paramount, follow-up studies of the impact of the program indicate it is meeting its goal in discouraging gang involvement.

## THE LONG BEACH MODEL

Long Beach, CA, a once primarily white, homogeneous community that has become a multicultural mix of people, has experienced problems that arise from cultural differences, including gang involvement and criminal activity among youth. The city has developed a comprehensive plan to channel at-risk youth into positive activities, placing a higher priority on prevention than rehabilitation of those involved in gang activities. Coordinated by the city's parks and recreation department, the program provides services to at-risk youth ages 8 to 18. The Long Beach model includes 10 separate, but interdependent, components:

- school classroom anti-gang instruction;

- consultant and staff to coordinate the program;
- recreational programming;
- employment training and development;
- collaboration of a peer counseling program between the school district and parks and recreation department;
- training for service providers to "at-risk" youth;
- extensive case management services for "high risk" youth;
- a resource directory of services provided to "at risk" youth in the area;
- independent program evaluation; and
- a parent education component.

(Blancarte & Azeka, 1992, pp. 32 - 33)

Funding for the program is provided through the city and community development block grants.

## *PROJECT YES!*

Project Yes! is a gang violence and drug prevention curriculum for students in grades 2 through 7 designed to be infused into English-Language Arts, Health, and Social Science curricula. Developed in 1990, the curriculum was developed in response to a need to involve more classroom teachers in teaching primary prevention as a part of regular academic coursework. A task force of 60 representatives from education, law enforcement, and community-based organizations helped to develop the project. Funding was provided by Orange County and the California Governor's Office of Criminal Justice Planning.

Project Yes! is implemented in the classroom by teachers or teams of teachers providing prevention instruction. Teachers receive inservice training in the use of the curriculum and in violence prevention, gang awareness, and school safety. Five central lesson themes emphasized in the curriculum are: responsible citizenship, dynamics of cultural diversity, choices and consequences, refusal skills, and success and achievement. The chart on pages 109 - 110 offers a detailed description of these themes by grade level. Sample curriculum pages for grades 2, 4, and 6 have been included in Appendix C.

Critical topics addressed in the curriculum include: identification of risks; strategies to deal with danger; weapon violence prevention; cultural literacy; volunteerism;

resistance to peer pressure; critical thinking for decision making; problem solving; negotiation and refusal skills; positive alternatives to drug/gang involvement; strengthening interpersonal skills to increase self-esteem; and goal setting.

Project Yes! program materials consist of the following:

- Lesson plans for students in grades 2 through 7 (Spanish versions available for grades 3, 5, and 7); each plan includes an overview, academic objectives, prevention objectives, varied teaching strategies, student activities, background information, variations and extensions of the lessons, and student and teacher materials;
- A comprehensive training manual;
- *Practical Guide for Decision Makers*, written by experts in education, law enforcement, and social services which includes recommended approaches to prevention;
- Audio tapes and speech diskette;
- Videotapes for staff development and student instruction (two videotapes are also available in Spanish);
- Interactive computer program for students;
- Assorted resource lists for students and parents; and
- Gang/Drug Curriculum Resource Directory: an electronic bulletin board system.

The first evaluation of Project Yes! was a survey of more than 300 7th grade students conducted to gain a better understanding of the degree of student involvement in gangs and to assess their personal concerns and beliefs about gang violence (Forouzesh & Waetjen, 1993). Results of the survey indicated that 46.3% of the students felt they learned a lot about gangs from the instruction; 50% of the students reported they had learned a lot about the types of serious crimes gangs can commit; 25% of the students felt safer after receiving instruction about gangs; and 26.8% reported they had changed their behavior after learning more about gangs.

CONTACT:
Daria Waetjen, Coordinator
Orange County Department of Education
200 Kalmus Drive, P. O. Box 9050
Costa Mesa, CA 92628-9050
(714) 966-4473

*Project YES! Yes to Education and Skills: Gang violence and drug prevention curriculum.* (1994). Costa Mesa, CA: Orange County Department of Education.

**MATERIAL NOT COPYRIGHTED**

# Project YES! Yes to Education and Skills

## Gang Violence and Drug Prevention Curriculum

***Scope and Sequence of Lessons***

| | RESPONSIBLE CITIZENSHIP | DYNAMICS OF CULTURAL DIVERSITY | CHOICES & CONSEQUENCES | REFUSAL SKILLS | SUCCESS & ACHIEVEMENT |
|---|---|---|---|---|---|
| **GRADE 2** | **True to Me**<br>• Identify ways to be safe at home<br>• Recognize potentially harmful situations<br>• Develop strategies to deal with potential danger<br>• Practice safe responses | **Meet My Family**<br>• Identify cultural history of family members<br>• Develop cultural literacy by learning about cultural differences and similarities<br>• Realize that commonalities build group inclusion | **Feelings: We've All Got Them**<br>• Identify feelings that are commonly felt by people<br>• Practice coping strategies to deal with feelings<br>• List ways to be safe at home and at school | **Friends and Folly**<br>• Identify requests that may be endangering<br>• Practice verbal and nonverbal strategies to refuse inappropriate or illegal requests made by gang members<br>• Name positive alternative behavior that friends can do together | **I Can Help**<br>• Develop a personal helping goal and a plan to achieve it<br>• Recognize that personal lives can be improved by improving the lives of others<br>• View helping/volunteering as a significant activity with intrinsic rewards<br>• Realize that gang behavior is detrimental to the family, school, and to oneself |
| **GRADE 3** | **Being Safe Means Getting Help**<br>• Understand safety at school<br>• Differentiate between tattling and reporting<br>• Identify ways to be a responsible citizen<br>• Realize gang members are not responsible citizens | **The Original Me**<br>• Articulate inner feelings and thoughts<br>• Identify and illustrate personal qualities and interests<br>• Realize one's uniqueness is threatened by gang subculture | **Choosing Friends**<br>• Define qualities of responsible friends<br>• Understand that choices have consequences<br>• Discuss consequences of choosing a "gang friend"<br>• Use a decision model to aid in making choices | **Raccoons, Rats, and Reasonable Choices**<br>• Listen to a story and identify "bullying" comments<br>• Present and practice two assertive-response strategies<br>• Identify how to avoid pressure to act irresponsibly | **Who Am I?**<br>• Identify personal strengths<br>• Set a positive goal<br>• Delineate steps to reach a short-term goal<br>• Develop list of people who can help in reaching one's goals<br>• Recognize gang life inhibits reaching personal goals |
| **GRADE 4** | **Street Smart/Really Smart**<br>• Recognize potentially harmful situations<br>• Develop strategies for reporting danger<br>• Identify and practice safety guidelines to deal with proximity to a weapon<br>• Analyze types of violence presented in the media | **Cultural Partners**<br>• Understand that the United States is composed of people from various cultures<br>• Recognize that cultural alienation and stress can make a person susceptible to gang recruitment<br>• Conduct a biographical interview to learn about a cultural partner | **I Want to Tell You Something**<br>• Recognize responsibility to report danger<br>• Differentiate between reporting and tattling<br>• Understand that gang activities are frequently dangerous and often not legal<br>• Realize that decisions to do the right thing are not always easy | **Take a Closer Look**<br>• Distinguish between real and fictitous media depiction<br>• Recognize how refusal skills can assist in making responsible choices<br>• Apply refusal strategies to specific social situations provided | **What's Important to Me**<br>• Practice making reasoned thoughtful choices<br>• Isolate positive actions needed to reach goals<br>• Realize that gang activities interfere with personal success and achievement<br>• Create a plan of positive choices |

*Funded by the Governor's Office of Criminal Justice Planning through the Orange County Department of Education.
For further information, contact Orange County Dept. of Education (714) 966-4000.

(OVER)

# Project YES! Yes to Education and Skills

## Gang Violence and Drug Prevention Curriculum

*Scope and Sequence of Lessons*

| | RESPONSIBLE CITIZENSHIP | DYNAMICS OF CULTURAL DIVERSITY | CHOICES & CONSEQUENCES | REFUSAL SKILLS | SUCCESS & ACHIEVEMENT |
|---|---|---|---|---|---|
| GRADE 5 | **Right to a Safe School**<br>• Understand individual's right to attend a safe school<br>• Recognize responsibility to report<br>• Recognize signs of gangs on campus and dangerous situations in neighborhoods<br>• Identify supporting adults | **Will the Real Me Please Stand Up**<br>• Compare & contrast gang identity to one's unique identity<br>• Read and discuss gang characteristics<br>• Determine what one gives up to be a gang member | **The Choice Is Yours**<br>• Realize that one's choices have predictable and unpredictable consequences<br>• Identify a gang's criminal activities and consequences<br>• Brainstorm alternative activities to gang membership | **It's Not Easy**<br>• Use gang scenarios to practice resolving conflicts of pressure to try drugs and perform gang activities<br>• Identify possible risks and gains of one's choices<br>• Recognize influences on one's decision making | **My Life on a Time Line**<br>• Discuss accomplishments of famous persons<br>• Create a personal time line of successes<br>• Set a short-term goal and create action plan<br>• Identify who & what can help and hinder reaching goal |
| GRADE 6 | **All Too Human Me**<br>• Identify connections between needs and rights<br>• Recognize responsibilities of citizenship<br>• Develop strategies for expressing respect for self and others<br>• Recognize that rules and laws are necessary to keep citizens safe<br>• Identify how gang activity jeopardizes the safety of everyone | **Critical Viewing**<br>• Analyze how media stereotyping affects decision making<br>• Identify action that can be taken to challenge negative effects of media promotion<br>• Realize that violence and gang activity can be glorified by the media<br>• Use a problem posing model | **Knowing the Risks**<br>• Establish short-term and long-term goals<br>• Use critical thinking to evaluate circumstances and potential risks<br>• Develop and practice refusal strategies to deal with potential risks<br>• Recognize that some actions have unforeseen consequences | **Is Everyone Doing It?**<br>• Identify people who may try to persuade use of drugs or promote gang affiliation<br>• Recognize that conformity has positive and negative connotations<br>• Learn and practice assertive refusal strategies necessary to refuse enticements | **Empower Your Dreams**<br>• Recognize that small steps are necessary to meet long-range plans<br>• Realize that gang life and drug use can prevent reaching goals<br>• Identify individual personal strengths<br>• Discuss how individuals can offer reinforcement in meeting one's personal goals |
| GRADE 7 | **Everyday Heroes**<br>• List qualities, motives, and uncertainties of a hero<br>• Analyze news article to compare and contrast positive and negative applications of heroic traits<br>• Identify heroic traits in oneself and how to use them | **My Culture Connection**<br>• Identify different groups to which one belongs<br>• Recognize ways groups influence behavior and values<br>• Identify how gang values conflict with one's cultural and personal values<br>• Realize that cultural differences are a positive force in society | **Victims**<br>• Identify the victims of gangs: members, families, neighborhoods<br>• Identify short and long-term consequences of gang participation<br>• Respond to real-life situations<br>• Realize consequences are not always clear when we choose actions | **You Want Me to Do What?**<br>• Identify people who pressure one into irresponsible acts<br>• Learn and practice proactive refusal skills<br>• Realize the uncertain feelings associated with the decision to refuse drugs or gang activity and how to deal with those feelings | **Hold the Vision**<br>• Identify interests and strengths<br>• Realize importance of setting life goals based on one's strengths<br>• Explore how gang life and drug abuse can hinder goal achievement<br>• Recognize and identify the support one has in efforts toward goal achievement |

*Funded by the Governor's Office of Criminal Justice Planning through the Orange County Department of Education.
For further information, contact Orange County Dept. of Education (714) 966-4000.

## GANG AWARENESS AND INTERVENTION ACTIVITIES FOR ELEMENTARY AND MIDDLE SCHOOL STUDENTS

This curriculum adopted by the Portland Public School System includes gang awareness activities for elementary and middle school students as well as gang intervention activities aimed at students already involved on the fringe of gang activities and/or those acting like "wanna-bes." The curriculum combines the teaching of gang information with group discussion and exercises to teach values and social skills. A library of videotapes, some produced by the district itself, are available on loan to supplement particular lessons included in the curriculum.

Lessons for students in elementary grades focus on teaching gang characteristics and presenting alternatives to gang involvement. Typical lessons are entitled "Teams? Yes! Gangs? No!", "Tight Spots and Tough People" (reproduced in Appendix C) and "Fighting Fair."

Lessons for students in middle school grades cover such topics as choosing friends, responding to peer pressure, solving problems through cooperation, avoiding fights, managing stress making choices, setting goals, and discovering positive opportunities for leisure time involvement in community activities. One activity included in the middle school curriculum is a self-assessment (reproduced in Appendix C) which asks students to examine their own attitudes toward gangs by responding to an anonymous survey; this lesson points out to students that their attitudes and behaviors help shape their community. (pp. 7-10)

Activities included in the curriculum may be used with entire classrooms or with small groups, with all students or with targeted at-risk students.

CONTACT:
Cathryn Schar
Supervisor, Student Discipline Programs
Portland Public Schools
531 Southeast 14th Ave.
Portland, OR 97214
(503) 280-5840 ext. 290

## REFERENCES:

Blancarte, S., & Azeka, B. (1992). A pluralistic approach to gang prevention: The Long Beach model. *Journal of Physical Education, Recreation, and Dance, 63* (4), 31 - 33.

Gang and violence prevention infused in the classroom. (1993). In V. Ertle (Ed.), *Sharing your success III.* (pp. 164 - 165). Portland: Northwest Regional Educational Laboratory.

*Help keep them safe! Project Yes! gang violence and drug prevention curriculum.* (1994). Costa Mesa, CA: Orange County Department of Education.

Gaustad, J. (1991). Schools respond to gangs and violence. *Oregon School Study Council, 34* (9).

Forouzesh, M. & Waetjen, D. (1993). *First evaluation report on Project Yes!: Grade 7.* Costa Mesa, CA: Orange County Department of Education.

Lal, S., Lal, D. & Achilles, C. M. (1993). *Handbook on gangs in schools.* Thousand Oaks, CA: Corwin Press.

Portland Public Schools. (1993). *Gang awareness and intervention activities.* Portland: Portland Public Schools Publication Services.

Walker, H., Colvin, G., & Ramsey, E. (in press). *Antisocial behavior in school: Strategies for practitioners.* Pacific Grove, CA: Brooks/Cole.

## RECOMMENDED READING:

Cantrell, M. L. (1992). What we can do about gangs. *Journal of Emotional and Behavioral Problems, 1* (1), 34 - 37.

Goldstein, A. P., Harootunian, B., & Conoley, J. C. (1994). *Student aggression: Prevention, management, and replacement training.* New York: Guilford Press.

National School Safety Center. (1993). *Gangs in schools: Breaking up is hard to do.* Westlake Village, CA: Author.

Trump, K. S. (1993, July). Tell teen gangs: School's out. *American School Board Journal*, pp. 39 - 42.

Trump, K. S. (1993, Winter). Knowing no boundaries. *School Safety*, pp. 8 - 11.

# Home-School Partners

# HOME-SCHOOL PARTNERSHIPS

Home-school partnerships are important in the development of violence prevention plans to ensure the safety of all students. "These plans should be proactive and help families develop healthy lifestyles and support systems that produce resilient children" (Soriano, 1994, p. 15). Home school partnerships should yield "concrete plans of action that are preventive and educational in nature" and include specific strategies for addressing all forms of violence (Soriano, p. 15). These family and school plans should offer students "consistent and clear messages with regard to conflict, violence, and appropriate ways to respond" (Soriano, p. 15).

Families and schools can work together to build physically and psychologically safe environments for students at home and school. Some principles and strategies to follow include:

- As all children are exposed to violence in varying degrees, all of them need support in feeling safe, secure, and prepared to handle psychological stress;
- Families and schools should plan for both physical and psychological levels of preparation with their children;
- Families can work with schools and other community agencies to formulate neighborhood security plans;
- Parents and educators can work together to foster open and frequent communication with children;
- When children are exposed to violence, parents and educators should listen to them and encourage them to verbalize what they are feeling; in answering their questions, adults should provide clear, consistent information appropriate to their age level; parents and educators need to understand post-traumatic stress and its symptoms, along with ways to seek help for traumatized children;
- Schools and families can work together to make sure children have adequate supervision at all times;
- Children should be taught how to handle emergencies at home and respond to a crisis, wherever they may be at the time;
- Children should be taught gun safety and/or personal defense;

- Caring, responsible adults at home, school, and in the neighborhood need to share responsibility for the protection, guidance, and nurturance of children;
- Families and schools can work together to teach children to resolve conflict responsibly;
- Families and schools can work together to teach children to seek help when they need support and assistance. (Soriano, 1994)

Although these are guidelines all families and schools can follow to create a family-school violence prevention program, some programs currently involving families and schools are aimed at specific populations considered vulnerable to violence. One such program operating in California is the Pomona Parent Project described here.

## POMONA PARENT PROJECT

The Pomona Parent Project, winner of three California prevention awards, is a training and support program for parents of high-risk youth. The primary goal of the program is to reduce gang violence, drug use and high school dropout rates by assisting parents to reduce destructive behaviors in their children grades 4 through 12.

The Pomona Parent Project, which began in 1988, was designed by a broad-based development team including law enforcement, school, and parent members. Primary funding for the project comes from district adult education monies supplemented with funds from the State Office of Criminal Justice Planning.

A six-week curriculum focusing on improving school attendance and performance, drug use intervention, gang intervention strategies, and reducing family conflict, is offered five times during the school year with locations rotated among the district's six middle schools. Every parent in the district receives at least one program invitation per year. Parents of students considered high risk receive invitations by telephone and personal contact. Teachers are considered a "critical link to parent participation," and collaboration of site administrators and teachers with program personnel is considered essential.

Parent training sessions are conducted in both English and Spanish. These sessions are supplemented by a workbook entitled *A Parents Guide to Changing Destructive Adolescent Behavior.* During the beginning sessions, parents "learn and practice strategies for motivating children to change, effectively confronting problematic behavior and reducing family conflict, and using active supervision and structure to improve school attendance and performance" (Helping parents, p. 93). During the final three sessions parents learn and practice how to identify and intervene with adolescent alcohol and drug use and negative peer associations, including gangs. Parents also learn to develop action plans to stop unwanted behaviors.

While parents attend training sessions, special age-appropriate activities are provided for their children which help youth develop self-esteem, communication skills, decision-making abilities, and goal setting skills.

Once the six training sessions are completed, parents are encouraged to become members of smaller support groups as they begin instituting changes at home. These support groups meet for 10 additional weeks, and participating parents learn additional skills through mini-lessons.

Instructors and support group leaders are selected from local mental health-care professionals, educators, and law enforcement personnel and receive 40 hours of training before they assume these roles. Parents who have completed the program are also recruited to be leaders.

According to information provided by the program, parental participation has been high. Parents who have completed the training report "significant changes in unwanted adolescent behavior" and positive changes in their families.

CONTACT:
Susan Johnson, Program Administrator
Pomona Adult School
605 N. Park
Pomona, CA 91768
(909) 469-2309

## *REFERENCES:*

Helping parents change destructive adolescent behavior. (1993). In V. Ertle (Ed.), *Sharing your success III* (pp. 92 - 93). Portland: Northwest Regional Educational Laboratory.

Personalized plans for self-esteem. (1993). In V. Ertle (Ed.), *Sharing your success III* (pp. 18 - 19). Portland: Northwest Regional Educational Laboratory.

Soriano, M. (1994, Winter). The family's role in violence prevention and response. *School Safety*, pp. 12 - 15.

## RECOMMENDED READING:

Goldstein, A. P., Harootunian, B., & Conoley, J. C. (1994). *Student aggression: Prevention, management, and replacement training*. New York: Guilford Press.

Kuykendall, C. (1992). Strengthening the home-school bond. In C. Kuykendall. *From rage to hope: Strategies for reclaiming Black and Hispanic students* (pp. 95 - 109). Bloomington: National Education Service.

# Mentoring Programs

# MENTORING

Mentoring programs are an effective way to provide support, companionship, and positive role models for at-risk students, including those with emotional or behavioral disabilities. The potential significance a mentor can have in the life of a child was underscored in Werner's (1989) longitudinal study of 698 Hawaiian infants. Werner's study focused on the children of this sample population born into "high risk" families who demonstrated resilience and developed healthy personalities, despite the odds stacked against them. The resilient children identified in Werner's 30-year study "had at least one person in their lives who accepted them unconditionally, regardless of temperamental idiosyncrasies or physical or mental handicaps." She concluded: "All children can be helped to become more resilient if adults in their lives encourage their independence, teach them appropriate communication and self-help skills and model as well as reward acts of helpfulness and caring" (p. 111). This seminal study illustrates the enormous potential that even one person can have on the future of an at-risk child. The significant other who makes the difference may very well be a child's mentor.

Four variations of mentoring programs for at-risk children and youth are profiled here: a program which uses college interns who act as companions and role models for elementary students while they earn college credit for their mentoring; an inner-city mentoring program for African-American males which focuses on male bonding, nurturing, and cultural pride; a rural mentoring program that matches paraprofessional companions with youth for support and coordination of social services; and a program that matches caring adult volunteers with students who have low self-esteem.

## *SPECIAL FRIENDS:*
## *COLLEGE INTERNS AS MENTORS*

In this mentoring program, college students are paired with elementary students to provide positive, caring, and nonjudgmental relationships. Students earn credit toward bachelor degrees and have the satisfaction of helping young students grow in self-esteem.

Once selected to be Special Friends, the college students attend training sessions that cover active listening, tutoring, group leadership, behavior modification, and counseling games. Interns meet monthly to discuss their experiences and hear guest speakers discuss counseling issues. Each college intern is assigned eight to 10 students and works with them a minimum of one to two quarters. Mentors may offer their assigned students assistance in problem solving, empathic listening, tutoring in difficult subjects, or playing sports. Shared activities take place in or out of the classroom, but almost always take place on school grounds. Interns are instructed to do whatever an "ideal friend" would do in similar circumstances. This may be as simple as helping to organize a backpack or as difficult as strategizing about how to talk to parents about a particular problem. Interns also assist the school psychologist who holds weekly group sessions with students enrolled in the program.

Students are referred to the program by teachers, school psychologists, principals, and parents. They may also refer themselves. Students participating in the program sign "agreement cards" similar to student contracts which highlight areas that need improvement. These cards are used to track the progress of the student-mentor relationship (Tapping College, 1993).

CONTACT:
Victoria Dendinger, School Psychologist
Newport Heights Elementary School
Newport-Mesa Unified School District
425 E. 18th Street
Costa Mesa, CA 92627
(714) 760-3295

## MALE RESPONSIBILITY PROGRAM: BUILDING AFRICAN-AMERICAN MALE PRIDE

The Male Responsibility Program (MRP) in Detroit, MI offers direct and practical social services to historically underserved African-American males. MRP offers a crisis hotline, young father and future father program, and a mentoring program for young men. The Male Responsibility Program has helped give African-American males cultural pride and respect as well as positive expectations for their lives.

The Male Responsibility Program maintains a telephone hotline called Male Line which connects individuals in crisis to counselors who have an understanding and respect of unique cultural experiences of African-Americans. MRP also sponsors a Save a Father/Save a Family Project that serves as an education and support network for African-American young fathers and future fathers.

The Male Responsibility Program provides male bonding and nurturing to African-American males, the majority of whom live in households where the mother bears the primary responsibility for childrearing. The program "operates from the historical African perspective that asserts we are all related as one extended family, and thus are all obligated to assist in raising African-American children" (Cross & Foley, 1993, p. 34). MRP staff members stress "cultural strengths, positive behavior, and Afrocentric values" as they teach young men to "walk tall and responsible in a world far more complicated than the neighborhood and the street" (Cross & Foley, p. 34).

The MRP staff is composed of counselor-leaders who work in pairs in various elementary, middle, and high schools in Detroit. The staff is skilled in a variety of academic disciplines "who rely on their P. L. E. degrees (Practical Life Experience) more than on any other element" as they counsel (Cross & Foley, 1993, p. 35). The MRP curriculum is designed to be implemented one or two times weekly in one hour intervals with groups of no more than 15 students. "Male Responsibility Program staff have developed and utilized innovative Afrocentric concepts and techniques as the structural basis of the social interaction between the counselor-leaders and the participants. Working in individual, group, and community settings, the goal is to re-establish the social realities of 'Brother to Brother' as a means of strengthening the African-American extended family" (Cross & Foley, p. 35). The curriculum includes African culture, ancestry, racism, human sexuality and family formation, fatherhood and marriage, academic preparation and entrepreneurship, leadership, and community development.

CONTACT:
Michael Cross, Director
Detroit Urban League Male Responsibility Program
208 Mack
Detroit, MI 48201
(313) 832-4600

## CLASSROOM COMPANIONS

The Classroom Companions program active in several counties in Idaho offers support and individual advocacy for youth with emotional and/or behavioral disabilities through the services of paraprofessionals assigned on a one-on-one basis to students who participate in the program. Use of Classroom Companions expands the support, supervision, and case management capabilities of the school and allows students to remain in regular education settings. The program is offered through a cooperative agreement between the Department of Health and Welfare, Division of Family and Children's Services and participating local education districts.

Classroom companions provide relevant classroom services, outreach, follow-up, case management assistance, and other supportive care services. Each companion is assigned one to three students for whom he/she provides a total of 40 hours of classroom, transportation, and recreation services each week. Companions also serve as role models for children receiving services in the formation of socialization experiences and daily living skills.

Services provided by companions vary with ages and individual needs of students but may include accompanying a student on the school bus, assisting a student with homework after school hours, assisting the student in classroom or other in-school activities, and participating in recreational/social activities with the student.

CONTACT:
Debbie Scudder
Idaho Department of Health & Welfare
1250 Iowa Drive
Coeur D'Alene, ID 83814
(208) 769-1515

## LISTEN TO CHILDREN

This Broward County, Florida program operating in 90 elementary schools throughout the county matches volunteers with students identified by teachers as having low self-esteem. Volunteers receive 10 hours of training in effective listening skills and problem-solving techniques before they are assigned students by the school's guidance counselors. Volunteers meet with their individual students once a week at the school site. Funding for the program is provided by the Broward County School District, Volunteer Services Department, and Mental Health Association (Link-Up, 1991).

CONTACT:
Anita Godfrey
Mental Health Association
546 W. Oakland Park Blvd.
Lauderhill, FL 33313
(305) 733-3994

## REFERENCES:

Cross, M. & Foley, R. (1993). Reclaiming an endangered species: The Male Responsibility Program. *Journal of Emotional and Behavioral Problems 1* (4), 33 - 36.

LINK-UP: A RESOURCE DIRECTORY. (1991). Alexandria, VA: National School Boards Association.

Tapping college students as friends who care. (1993). In V. Ertle (Ed.), *Sharing your success III* (pp. 132 - 133). Portland: Northwest Regional Educational Laboratory.

Werner, E. E. (1989, April). Children of the Garden Island. *Scientific American*, pp. 106 - 111.

# Peers Helping Peers Programs

Peers Helping Peers Programs

# PEER PROGRAMS

Peer interventions are among the effective and natural strategies that can be used to influence student thinking and behavior. Peer helping is a potentially powerful tool that can be used to teach values such as cooperation, acceptance of diversity, commitment, responsibility, and service to others through experience (Varenhorst, 1992, p. 13). Various conflict mediation programs described in this document (see pages 25 - 42) indicate success in peer mediated conflict resolution. Other programs such as Positive Peer Culture, Natural Helpers, and Peer Counseling are also promising strategies that utilize the concept of peers helping peers.

The National Peer Helpers Association has adopted five guidelines for the success of peer helping programs: 1) a defined purpose; 2) task-oriented training; 3) appropriate service delivery; 4) supervision; and 5) program evaluation. Peer programs can help youth develop a sense of individuality, the ability to make friends and become group members, and a feeling of participation in meaningful roles that contribute to others and society (Varenhorst, 1992, pp. 10 - 11).

## *POSITIVE PEER CULTURE*

Peer group programs designed to reverse negative youth subcultures were first widely used in adolescent residential treatment programs. More recently they have been applied in educational and community-based settings as well. Positive Peer Culture programs rely upon the strength of peers to support and influence one another.

The Positive Peer Culture (PPC) program in Omaha Public Schools has succeeded in mobilizing peer power to guide youth, beginning as early as fourth grade, toward positive solutions for a variety of problems. "Youth develop problem-solving and decision-making skills and are provided opportunities to help one another. As adults and students work together to create an atmosphere conducive to learn, youth are empowered to care" (Butts & Atwell, 1992, p. 42).

The program centers around leadership groups where students are taught "principles of personal and social responsibility and cooperative, prosocial action that are applied throughout the school system" (Butts & Atwell, 1992, p. 44). PPC groups are comprised of students from a range of cultural and socioeconomic backgrounds who have demonstrated an ability to influence peers, either in a positive or negative way. Ranging in size from seven to 11 members of the same gender, these groups meet weekly during the school day under the direction of an adult leader.

Leadership groups first help their own members to express feelings and resolve problems of a personal and interpersonal nature. Initial meetings focus on developing unity and a commitment to help others. Students learn, many of them for the first time, that they can trust and work cooperatively with others. As members adopt the prosocial values of the group and begin to resolve problems among their peers, they begin to extend what they have learned beyond the group to other peers and the school as a whole. With the skills they have learned, group members are able to help their peers with personal problems as well as exert a positive influence on students who engage in negative school behaviors. Often the group's assistance is sought to aid a particular student in need of support and guidance.

Evaluation of the Positive Peer Culture program in Omaha demonstrates an improvement in attitude and behavior as well as problem solving skills and reading and mathematics grades among students involved in PPC. Students involved in the program have also demonstrated a decline in tardiness and suspension rates (Butts & Atwell, 1992).

## NATURAL HELPERS

The Natural Helpers program takes advantage of a natural resource—students willing to be a part of a "helping network" for their peers who need someone they can trust to help them handle stress and problems. The program primarily serves middle school and high school students who want to strengthen their communication and helping skills and to provide support to others, although the program has been adapted to collegiate settings such as Central Washington University and Washington State University.

Students selected as Natural Helpers represent a cross section of age groups, sex, and different peer groups, including those considered at risk. These students participate in training sessions designed to build listening skills, trust, decision-making, and help students identify crisis situations. An off-campus site is selected for the initial 30 hours of training. The focus of the training is to give Natural Helpers ideas for assisting students who are in need. They learn how to improve their helping skills, how to contact professional helping resources when necessary, and how to better care for themselves. During training sessions the students explore topics of concern to students such as substance abuse, stress, academic pressure, and relationships with friends and family. Natural Helpers learn the signs of substance abuse and refer students with drug and alcohol problems for help. Natural Helpers are required to report all cases of child abuse, sexual abuse, or suicide threats.

Natural Helpers are students whom others learn to contact when they have problems. In addition, teachers, counselors or others may recommend that a student with a particular problem talk to a Natural Helper. Sometimes a Natural Helper is asked to approach another student who is having a problem.

According to literature provided by the program, goals of the Natural Helpers Program include:

- to help young people develop the capability to prevent some of the problems of adolescence;
- to help young people develop the capability to intervene effectively with troubled friends;
- to help young people develop the capability to choose positive ways of taking care of themselves; and
- to help young people develop the capability to improve their school and community.

Natural Helpers program kits and training information is available from the Comprehensive Health Education Foundation, 22323 Pacific Highway South, Seattle, WA 98198 (800) 323-2433.

## PEER COUNSELING

Training adolescents as counselors for their peers has proved effective in school efforts such as the crisis management program at Westfield Senior High School in Westfield, NJ (Konet, 1990). For several years the school's Crisis Management Team (CMT), which identifies and attempts to help students who might be at risk, included professional staff members only. But then a missing link between the team and student body was identified. Although the team was able to help students once they were aware of their need, some team members began to believe that many students were not being identified and were, consequently, "quietly suffering from the very problems we wished to help solve" (Konet, p. 107).

In 1987 the CMT began to phase student representation in the form of Peer Connectors into their services and to identify a role that capable students could play. Peer Connectors became the link between the adult members of the CMT and the broad base of students in the school. The inclusion of Peer Connectors as team members developed a bond between the CMT and the Peer Connectors and between Peer Connectors and at-risk students in the school (Konet, 1990). Since Peer Connectors became a part of the crisis management program, they have proven themselves to be a "valuable outreach" of the team approach. "Without them," writes Konet, "CMT would have trouble identifying students who are truly in need of help in a comprehensive high school" (p. 110).

When selecting Peer Connectors, the Crisis Management Team seeks student representatives who possess leadership skills, are fair-minded, are able to empathize with a wide range of students, have good academic and behavioral records, can maintain confidentiality, and are willing to participate in a 10-12 week training workshop. The CMT seeks a balance between academically and vocationally-oriented students, between genders, and among various minority groups in the school.

Through a nomination/screening process, students are identified for Peer Connector training. These students actively participate in 12 two-hour training sessions. Each week team members set an objective and develop accompanying exercises. Typical objectives are: to develop strong, positive self-concepts; to develop skills necessary to focus on the needs and concerns of others; to grow by providing a supportive and caring environment. A variety of learning strategies including questionnaires, worksheets, role-playing models, lectures, and discussions are used to meet objectives. At the foundation of the training is the Peer Connector's guideline for his relationship with his peers: "I care about you and I have the time to listen" (Konet, 1990, p. 109).

Once trained, Peer Connectors become part of the Crisis Management Team with adult professionals, providing vital linkage with the student body. Peer Connectors take an active role in the school in making their peers aware of the help and support the CMT offers. They meet with new students at the beginning of each school year and visit health classes during the year to introduce themselves, explain the Crisis Management Team concept, and describe their role as Peer Connectors. As members of the CNT, Peer Connectors share concerns about fellow students with their team members and report any warning signs of possible crisis situations where students may be in need of counseling.

## REFERENCES:

Butts, K. A., & Atwell, V. (1992). Hooked on helping in Omaha. *Journal of Emotional and Behavioral Problems, 1* (1), 42 - 44.

Konet, R. J. Addressing adolescent depression and suicide through peer counseling. *NASSP Bulletin, 74* (12), 106 - 110.

Varenhorst, B. B. (1992). Developing youth as resources to their peers. *Journal of Emotional and Behavioral Problems, 1* (3), 10 - 14.

# Prosocial Strategies

# PROSOCIAL SKILLS

Teaching children to be socially competent is vital to their success and acceptance as they go through school and enter adult life. At birth, humans enter a social world which they must learn to navigate during every phase of life. Those individuals who fail to learn social competence at an early age are likely to face years of peer rejection and may develop associated difficulties such as mental health problems, juvenile delinquency, and academic difficulties (Hops, Finch & McConnell, 1985; Cole & Dodge, 1983; Gerber & Semmel, 1984). This is especially true of students with disabilities, who may not acquire social skills as naturally or as easily as their peers.

Students with social skills problems generally have deficits in one or more of these areas:

- **Skills deficits** which occur when the student has not acquired the social skill;
- **Performance deficits** which exist when the student possesses the skill but does not use the skill; and
- **Self-control deficits** which appear when the student lacks the controls necessary to inhibit impulsive, disruptive, or aggressive social behavior.

Acquisition of social skills is a complex process learned in a "myriad number of ways from a wide variety of sources" (Fad & Gilliam, 1993, p. 5). While educators may not be able to control all the factors outside and inside school settings which blend together to shape student behavior, there is growing evidence that social skills and prosocial behavior can be learned by students and can improve their interpersonal relationships.

Just as most students cannot read without instruction, many students will not naturally use appropriate social skills unless they are taught to do so. "For students to learn social skills, they must be instructed in what to do and what not to do. They must have opportunities to practice skills and receive corrective feedback and reinforcement for their practice of the skills" (Fad & Gilliam, 1993, p. 7).

The skills gained from this type of instruction can be beneficial to all students, but can be especially valuable to students with disabilities who need additional training in developing prosocial skills and improving interpersonal relationships. Students with emotional/behavioral problems often have difficulty in accurately perceiving social situations (Simpson, 1991). They need opportunities provided to them to practice interpreting social situations and acting appropriately.

For social skills instruction to be effective, it must be considered as valuable as other academic areas. Teachers need to receive training in teaching social skills, allocate time for social skills instruction, and invest energy and time to plan and prepare for social skills instruction. Teachers also need adequate materials and resources to develop a social skills curriculum, although these are supplemental to a well organized, directed instruction designed to meet individual student needs (Fad & Gilliam, 1993).

Social skills instruction involves the use of a variety of methods and techniques, including the following:

### EFFECTIVE SOCIAL SKILLS INSTRUCTION

- Modeling both appropriate and inappropriate social behaviors through the use of films or videotapes, live demonstrations, puppets, books or mental imagery;
- Role playing and rehearsing activities that provide opportunities for students to practice social skills;
- Positively reinforcing techniques to encourage the continuation of skills learned;
- Teacher coaching with the use of prompting and encouragement to improve students' skills;
- Providing contingent reinforcement to help students acquire and maintain the social skills they need to learn;
- Providing training in problem-solving skills to improve deficient social skills; and
- Providing activities that increase the generalization of skills developed during training activities to application in other settings.

(Educational Instruction, 1991; Rhode, Jenson, & Reavis, 1993)

Most students can be taught social skills within the confines of the classroom. "The real trick is to get them to use the social skills that they are taught in the classroom in other settings" (Rhode, Jenson, & Reavis, 1993, p. 97). Teachers cannot assume that students will automatically use the skills they have learned in the classroom in other settings. Teachers can use a number of techniques to encourage students to generalize use of social skills outside of the classroom. These include:

- Teaching behaviors that will maximize success and minimize failure. (Teach behaviors that are needed and will be used in other settings.)

- Making the classroom training realistic by using relevant examples and nonexamples. Role play and rehearsal activities should reflect what actually happens in students' lives.

- Making sure students learn the skills in the classroom training part of the program. The teacher must provide lots of supervised practice opportunities.

- Providing social skills "homework" assignments. This will allow the students opportunities to practice outside the classroom setting.

- Requiring a self-report following a homework assignment. Provide positive reinforcement for accuracy of the self-report and the actual achievement of the homework assignment. If a student has failed at either of these, the teacher can utilize problem-solving strategies to resolve them before the next training session.

- Programming the other settings to support the new skills, whenever possible. Other school staff, peers, and parents must help reinforce and prompt newly learned social skills.

- Gradually fading special positive reinforcement programs to eventually approximate the actual reinforcement available in real life.

- Teaching self-management skills to help students maintain improved social skills.

- For more difficult cases, following students into other settings to prompt, coach, correct, and reinforce new skills may be needed. The teacher then gradually fades out the outside settings.

- Using periodic "booster sessions" if the students' behavior deteriorates or as a preventive measure. Reteaching or reviewing appropriate lessons.

(Morgan & Jenson, 1988)

## SPECIAL CONSIDERATIONS FOR TEACHING YOUNG CHILDREN SOCIAL COMPETENCE

For normally developing children, the acquisition and coordination of social skills is a gradual and natural part of their development. Young children with disabilities or children who are at risk for the development of disabilities, however, may need assistance in developing social competence. Some intervention strategies identified as useful (Lieber & Beckman, 1991) include:

- Placing children with more competent partners in social behavior;
- Placing children in dyads instead of larger groups to promote social interaction;
- Providing social toys that encourage social interaction rather than toys that are associated with more solitary play;
- Identifying classroom activities that encourage social exchange; and
- Teaching specific skills that contribute to social coordination, including intervening in children's imitation skills and sociodramatic play.

## A REVIEW OF SOCIAL SKILLS TRAINING PROGRAMS

A number of commercially available social skills training programs are available on the market. While some are focused toward specific student populations, most of them can be used with both regular education and special education students. Many of these programs have the same basic components, including a) a checklist or rating scale designed to assess student social skills and identify areas in which instruction is needed, b) guidelines for developing specific skills, c) a recommended format for providing instruction, and d) activities designed to help in generalizing social skills to other settings (Educational instruction, 1991). These programs may be used as a starting point for teachers who then adapt them to create their own strategies for integrating social skills training into their classroom curricula.

*The social skills planning guide* (Alberg, Petry, & Eller, 1994) is a comprehensive guide to the numerous social skills training programs available on the market.

A sampling of social skills training programs for each grade level follows:

### Early Childhood Populations

SKILLSTREAMING IN EARLY CHILDHOOD (McGinnis, 1990)

Social skills for young children are divided into six skill groups in this program: Beginning Social Skills, School-Related Skills, Friendship-Making Skills, Dealing with Feelings, Alternatives to Aggression, and Dealing with Stress. Through modeling and role playing exercises, children learn skills to enhance their personal development and help them adjust more quickly and happily to their environment. The program includes assessment tools, checklists, homework reports, recording forms, and awards. A profile of this program has been reprinted on page 143.

MY FRIENDS AND ME (Davis, 1988)

A profile of this program has been reprinted on page 147.

PLAY TIME/SOCIAL TIME (Vanderbilt/Minnesota Social Interaction Project, 1993)

A profile of this program has been reprinted on page 151.

## Elementary Populations

ACCEPTS (A CURRICULUM FOR CHILDREN'S EFFECTIVE PEER AND TEACHER SKILLS) SOCIAL SKILLS CURRICULUM (Walker, McConnell, Holmes, Todis, Walker, & Golden, 1983)

This program uses a nine-step instructional approach in which the teacher 1) defines the skill and explains how it is used, 2) models a positive example of the skill through role play or videotape and discusses it, 3) models a negative example of the skills and discusses it, 4) reviews and restates skill definition, 5) models positive example again, 6) provides additional appropriate applications of the skill and initiates student role play, 7) provides additional modeling of the skill, 8) encourages role play among students and provides feedback and additional instruction, and 9) contracts homework assignments with students for completion by next lesson. The program is based on a social modeling approach. In addition to the manual, the program offers video training tapes for teachers, role play activities and tests to determine skill masters, activities for individual and group teaching situations, scripts for teaching four critically important teacher-student behavioral competencies and 24 peer-to-peer social skills, and behavior management procedures for use during the teaching process and for strengthening correct application of social skills in different settings. A profile of this program has been reprinted on page 155.

## ESTEEM BUILDERS (Borba, 1989)

Esteem Builders is a K-8 self-esteem curriculum for improving student achievement, behavior, and school climate. It is based upon five sequential esteem building steps--security, selfhood, affiliation, mission, and competence--incorporated in the curriculum.

## GETTING ALONG WITH OTHERS: TEACHING SOCIAL EFFECTIVENESS TO CHILDREN (Jackson, Jackson , & Monroe, 1983)

This program uses a model of telling children what to do, showing them how to do it, and giving them an opportunity to practice the skill. The program contains 17 skill areas such as following directions, joining a conversation, compromising, problem solving, and handling name-calling and teasing. Each lesson includes role plays, relaxation training, activities, and homework assignments. The program includes planning guides, activities, and teaching strategies; additionally, a complete training package is available on videotape. A profile of this program has been reprinted on page 159.

## REACH OUT TO SCHOOLS: SOCIAL COMPETENCY PROGRAM (Krasnow, 1992)

This program is based on the understanding that improving the nature and quality of classroom relationships is the key to increased social and academic success of all children. It recognizes that relationships play a critical role in the social and cognitive development of students. The program includes a year-long elementary school curriculum, an experiential teacher training program, a train-the-trainers model of dissemination, and an evaluation strategy. The Reach Out to Schools curriculum contains 50 lessons in three competency areas:

- creating a cooperative classroom environment
- building self esteem and positive relationships
- solving interpersonal problems

The curriculum is taught in a open circle format and the entire set of skills is introduced in every grade. The program gives special attention to teachers and to their training and personal development. Teachers are taught how to become facilitators of the learning environment. The program helps teachers change behaviors and become coaches to help others do the same.

RECESS: Reprogramming Environmental Contingencies for Effective Social Skills (Walker, Hops, & Greenwood, 1993)

The RECESS program is a comprehensive behavior management program for children who display negative-aggressive behaviors. The purpose of the program is to reduce socially negative and/or aggressive behaviors among primary aged students in playground and classroom settings and to "simultaneously teach a constructive, cooperative pattern of interactive behavior" (Walker, Hops, & Greenwood, p. 1). The program is delivered by a consultant and teachers in a consultative capacity or by a teacher acting as his or her own consultant. The consultant has the responsibility of setting up the program, gaining control of the student's behavior, and training playground supervisors and teachers to operate the program effectively on their own. The program requires a fairly substantial investment in time, energy and effort by school personnel and the student's parents.

SKILLSTREAMING THE ELEMENTARY SCHOOL CHILD (McGinnis & Goldstein, 1984)

Based on the same structured learning approach as the adolescent Skillstreaming program, this elementary version uses a structured learning format to teach 60 social skills in five categories: 1) classroom survival skills, 2) making friends skills, 3) dealing with feelings skills, 4) alternatives to aggression skills, and 5) dealing with stress skills. The instructional techniques utilized in the program include: 1) modeling the skill, 2) practicing the skill through role playing, 3) providing feedback regarding the performance, and 4) using the skill in other settings. A profile of this program has been reprinted on page 163.

SOCIAL PROBLEM SOLVING PROGRAM (Elias & Clabby, 1988)

This program trains teachers and parents to equip children in grades K - 6 with decision making and social problem solving abilities. The goal is to teach children skills in self-control and group participation, the use of an eight step decision-making strategy, and how to use these skills in real life and academic problem areas. The program is curriculum-based and occurs in three developmental phases--readiness, instruction, and application. A description of the program has been reprinted on pages 167 - 170.

THINK ALOUD CLASSROOM PROGRAM, GRADES 5 - 6 (Camp & Bash, 1985)

This program was developed to teach primary-age aggressive students how to solve social problems. Students are taught to ask themselves four questions: "What is my problem?" "How can I do it?" "Am I using my plan?" and "How did I do?" The program includes 23 lessons designed to teach students skills such as solving problems, identifying emotions, setting goals, evaluating solutions, and recognizing different perspectives. The program is designed to be used in regular fifth and sixth grade classrooms. A profile of this program has been reprinted on page 173.

THINKING, FEELING, BEHAVING: AN EMOTIONAL EDUCATION CURRICULUM FOR CHILDREN (Vernon, A. , 1989)

Based on the principles of Rational Emotive Therapy, this comprehensive curriculum helps students learn to use positive mental health concepts to overcome irrational beliefs, negative feelings and attitudes, and the negative consequences that may result. The curriculum includes 90 field-tested activities (30 each for grade levels 1 - 2, 3 - 4, and 5 - 6). Selected activities include: I'm Afraid; Can Do, Can't Do; I Have to Have My Way; It's OK to Goof Up; Accept or Change; Glad to Be Me; and Choices, Choices Everywhere. The curriculum is designed for classroom use or small group settings. Activities include simulation games, role playing stories, and brainstorming, writing, and art projects. A profile of this program has been reprinted on page 177.

TRIBES: A PROCESS FOR SOCIAL DEVELOPMENT AND COOPERATIVE LEARNING (Gibbs, 1987)

A profile of this program has been reprinted on page 181.

## Elementary and Middle School Populations

HELPING KIDS HANDLE ANGER (Huggins, 1990)

This program provides teachers with strategies and step-by-step techniques for group instruction in emotional education and pro-social skills. The curriculum is both developmental and preventative. Students learn how to acknowledge, accept, and constructively express anger. The program includes 15 lessons which can be used for both primary and intermediate students with teacher adaptations. This program is one of five in the ASSIST series. Other titles includes *Building Self-Esteem in the Classroom, Teaching Friendship Skills, Teaching Cooperation Skills, Helping Kids Handle Anger,* and *Creating a Caring Classroom.* ASSIST has been validated in the state of Washington. These programs have been tested in second through sixth grade classrooms in four school districts where statistically significant gains in self-concept and social skills were evidenced in eight out of nine assessments (Huggins, 1990).

## Secondary Populations

### ADOLESCENT COPING CURRICULUM FOR EFFECTIVE SOCIAL SKILLS (ACCESS) (Walker, Todis, Holmes, & Horton, 1988)

This program teaches 15 social skills in 28 lessons. Contracting and self-reporting are utilized to transfer newly learned skills to other settings. The program includes a teacher's guide, student guide, and role playing cards.

### AGGRESSION REPLACEMENT TRAINING (Goldstein, & Glick, 1987)

This is a group program designed to teach adolescents to understand and replace aggression with positive alternatives. Aggression replacement training has three components: social skills, anger control, and moral education. The following ten social skills are taught using a format of direct instruction, role play, practice, and performance feedback: expressing a complaint; responding to the feelings of others; preparing for a stressful conversation; responding to anger; keeping out of fights; helping others; dealing with an accusation; dealing with group pressure; expressing affection; and responding to failure. A profile of this program has been reprinted on page 185.

### ASSET: A SOCIAL SKILLS PROGRAM FOR ADOLESCENTS (Hazel, Schumaker, Sherman, & Sheldon-Wildgen, 1981)

This program uses behavior modeling techniques to teach students with learning disabilities eight social skills: giving positive feedback, resisting peer pressure, solving problems, negotiating, following instructions, and engaging in conversation. ASSET uses a nine-step instructional approach: review, skill description, rationales for skill, example situations, modeling, verbal rehearsal, behavioral rehearsal, criterion performance, and homework. During question and answer session students are encouraged to explore their feelings and to develop skills for monitoring their own behavior. Program components include the Leader's Guide and videotape. Videotape scenes depict adolescents in situations requiring the social skills taught through the ASSET program. A profile of this program has been reprinted on page 189.

PACE: A COPING SKILLS CURRICULUM FOR EMOTIONALLY DISTURBED ADOLESCENTS (Chesterfield County Schools, 1981)

This curriculum was developed by school psychologists and teachers of emotionally disturbed students. PACE is a social problem-solving curriculum focusing on teaching students how to identify the Problem, generate Alternatives, determine Consequences, and Evaluate outcomes. The program includes the curriculum as well as a videotape.

THE PREPARE CURRICULUM (Goldstein, 1988)

This program is designed for use with students who are chronically aggressive, withdrawn or otherwise weak in prosocial competencies. The curriculum includes ten course-length interventions: Problem Solving, Interpersonal Skills, Situational Perception, Anger Control, Moral Reasoning, Stress Management, Empathy, Recruit Supportive Models, Cooperation, and Understanding and Using Groups. A profile of this program has been reprinted on page 193.

SKILLSTREAMING THE ADOLESCENT (Goldstein, Sprafkin, Gershaw, & Klein, 1980)

This program as well as the Skillstreaming version for elementary students uses social modeling as the primary instructional approach. The curriculum provides training activities for teaching 50 prosocial skills to adolescents in five general areas: 1) classroom survival skills, 2) friendship making skills, 3) skills for dealing with feelings, 4) alternatives to aggression, and 5) skills for dealing with stress. The Skillstreaming manual provides rating scales, record-keeping forms, and lesson plans. A profile of this program has been reprinted on page 197.

BOYS TOWN EDUCATIONAL MODEL (Wells, 1991)

The Boys Town social skills curriculum takes the basic techniques of the school's family/home model and applies them to development of social skills within the school setting. The program attempts to reduce discipline problems while teaching life skills. The model is rooted in principles of applied behavior analysis and social learning theory and involves the identification of desirable prosocial behavioral expectations, the use of specific instructional strategies to teach those behaviors, the application of an incentive system, and the implementation of reinforcement principles. The curriculum includes a set of 16 basic social behaviors that are related to socially important outcomes such as peer acceptance, teacher acceptance and assistance, academic growth, and job acquisition and retention (Wells, 1991). A profile of this program (Fister, 1993) has been reprinted on page 201.

### Elementary and Secondary Populations

#### SKILLWISE

Skillwise is a collection of research-based social skills in the form of individual video packages appropriate for elementary and secondary school students. The Skillwise program includes video packages, each of which includes an instructional social skills video, a Leader's Guide, and a Steps poster. The video models, step by step, important social skills, including "The Asking Skill," "The Decide Skill," "The Refusal Skill," "The Making Friends Skill," "The Negotiation Skill," "The Taking a Stand Skill," "The Self-Control Skill," and "The Helping Skill." Information about the Skillwise program and training opportunities may be obtained from: Comprehensive Health Education Foundation, 22323 Pacific Highway South, Seattle, WA 98198. Telephone: (800) 323-2433.

## EVALUATION OF SOCIAL SKILLS CURRICULA

Because the array of social skills curricula available is so vast, Carter and Sugai (1989) developed the Social Skills Curriculum Analysis Checklist and Decision Grid to help assist educators with the selection process. The Checklist is used to analyze the curriculum's potential for promoting social skills. It compares the advantages and disadvantages of eight different instructional strategies that may be used to teach social skills. The Decision Grid is designed to help teachers make comparisons and determine the appropriateness of particular programs, based upon several considerations, including cost, generalization of skills, assessment procedures, curriculum adaptability, and training required for implementation. "Social Skills Curriculum Analysis" has been reprinted in on pages 205 - 208.

## SOCIAL SKILLS ELECTRONIC NETWORK

Interested educators now have access to a social skills electronic network (Become a Trainer, 1994). The network can be accessed through Internet and links university and school district professionals who have an interest in social skills. For more information, contact Cynthia Warger at P. O. Box 3836, Reston, VA 22094, (703) 437-6542, Internet address Warger@Permanet.org.

## REFERENCES:

Alberg, J., Cron, D., Eller, S., Nero, B., & Petry, C. (1993). *Social skills instruction for students with disabilities*. Bloomington: Council of Administrators of Special Education, Incorporated.

Alberg, J., Petry, C., & Eller, S. (1994). *The social skills planning guide*. Research Triangle Park, NC: Center for Research in Education.

Become a trainer of trainers in social skills. (1994, Spring). *CCBD Newsletter*, pp. 6 - 7.

Borba, M. (1989). *Esteem builders*. Rolling Hills Estates: Jalmar Press.

Camp, B., & Bash, M. (1985). *Think aloud classroom program, grades 5 - 6*. Champaign, IL: Research Press.

Carter, J., & Sugai, G. (1989). Social skills curriculum analysis. *Teaching Exceptional Children*, 22 (1), 36 - 39.

Center, D. B. (1989). *Curriculum and teaching strategies for students with behavioral disorders*. Englewood Cliffs, NJ: Prentice Hall.

Chesterfield County Schools. (1981). *PACE: A coping skills curriculum for emotionally disturbed adolescents*. Chesterfield, VA: Author.

Cole, J. & Dodge, K. (1983). Continuities and changes in children's social status: A five-year longitudinal study. *Merrill-Palmer Quarterly, 29*, 261 - 281.

Coleman, M., Pfeiffer, S., & Oakland, T. (1992). Aggression Replacement Training with behaviorally disordered adolescents. *Behavioral Disorders, 18* (1), 54 - 66.

Davis, D. E. (1988). *My Friends and Me*. Circle Pines, MN: American Guidance Services.

Educational instruction and services. (1991). In *California programs and services for students with serious emotional disturbances*. Sacramento: Resources in Special Education.

Elias, M. J., & Clabby, J. F. (1988, March). Teaching social decision making. *Educational Leadership*, pp. 52 - 55.

Epanchin, B. C. (1991). Teaching social behavior. In J. L. Paul, & B. C. Epanchin (Eds.), *Educating emotionally disturbed children and youth: Theories and practices for teachers* (pp. 413 - 447). New York: Macmillan.

Fad, K. & Gilliam, J. (1993). *Managing the behavior of disruptive students: Using social skills instruction as a preventive strategy*. Bloomington: Indiana University, Department of School Administration and Department of Special Education.

Fister, S. (1993, Fall). Boys Town Social Skills Program: An overview. *The Best Times*, p. 6.

Gerber, M., & Semmel, M. (1984). Teacher as imperfect test: Reconceptualizing the referral process. *Educational Psychologist, 19*, 137 - 148.

Gibbs, J. (1987). *Tribes: A process for social development and cooperative learning*. Santa Rosa, CA: Center Source Publications.

Goldstein, A. (1988). *The prepare curriculum*. Champaign, IL: Research Press.

Goldstein, A., & Glick, B. (1987). *Aggression replacement training*. Champaign, IL: Research Press.

Goldstein, A., Reagles, K. W., & Amann, L. L. (1990). *Refusal skills: Preventing drug use in adolescents*. Champaign, IL: Research Press.

Goldstein, A., Sprafkin, R., Gershaw, N., & Klein, P. (1980). *Skillstreaming the adolescent*. Champaign, IL: Research Press.

Hazel, J. S. (1987). Social skills deficits. In *Interagency Committee on Learning Disabilities, Learning disabilities: A report to the U. S. Congress* (pp. 175 - 193). Washington, DC: Health and Human Services.

Hazel, J. S., Schumaker, J. B., Sherman, J. A., & Sheldon-Wildgen, J. (1981). *ASSET: A Social Skills Program for Adolescents*. Champaign, IL: Research Press.

Hops, H., Finch, M., & McConnell, S. (1985). Social skills deficits. In P. H. Bornstein & A. E. Kazdin (Eds.), *Handbook of clinical behavior therapy with children* (pp. 543 - 598). Homewood, IL: Dorsey Press.

Huggins, P. (1990). *Helping kids handle anger: Teaching self control*. Longmont, CO: Sopris West.

Jackson, N., Jackson, D., & Monroe, D. (1983). *Getting along with others: Teaching social effectiveness to children.* Champaign, IL: Research Press.

Krasnow, J. H. (1992). *The Social Competency Program of the Reach Out to Schools Project. Project Report, 1990-91.* Wellesley College, MA: Stone Center for Developmental Services and Studies. (ERIC Reproduction Service No. ED 361 830)

Lieber, J., & Beckman, P. J. Social coordination as a component of social competence in young children with disabilities. (1991) *Focus on Exceptional Children, 24* (2), 1 - 10.

McGinnis, E. (1990). *Skillstreaming in early childhood.* Champaign, IL: Research Press.

McGinnis, E., & Goldstein, A. (1984). *Skillstreaming the elementary school child.* Champaign, IL: Research Press.

Morgan, D. P., & Johnson, W. R. (1988). *Teaching behaviorally disordered students: Preferred practices.* Columbus, OH: Merrill Publishing.

Rhode, G., Jenson, W. R., & Reavis, H. K. (1993). *The tough kid book: Practical classroom management strategies.* Longmont, CO: Sopris West.

Simpson, R. (1991). *Programming for aggressive and violent students. Exceptional children at risk: CEC Mini-Library.* Reston, VA: Council on Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children.

Vanderbilt/Minnesota Social Interaction Project (1993). *Play Time/Social Time: Organizing your classroom to build interaction skills.* Tucson, AZ: Communication Skill Builders.

Vernon, A. (1989). *Thinking, feeling, behaving: An emotional education curriculum for children.* Champaign, IL: Research Press.

Walker, H., Hops, H., & Greenwood, C. R. (1990). *RECESS: Reprogramming Environmental Contingencies for Effective Social Skills.* Seattle, WA: Educational Achievement Systems, Inc.

Walker, H., McConnell, S., Holmes, D., Todis, B., Walker, J., & Golden, N. (1983). *The Walker social skills curriculum: The ACCEPTS program.* Austin, TX: PRO-ED.

Walker, H., Todis, J., Holmes, D., & Horton, D. (1988). *Adolescent coping curriculum for effective social skills (ACCESS).* Austin, TX: PRO-ED.

Wells, P. (1991). *Boys Town educational model.* (ERIC Document Reproduction Service No. ED 340 183).

## RECOMMENDED READING

Berman, S., & La Farge, P. (Eds.). (1993). *Promising practices in teaching social responsibility*. Albany: State University of New York Press.

Elksnin, L. (1989) Teaching mildly handicapped students social skills in secondary settings. *Academic Therapy, (25)* 2, 153 - 170.

Johnson, R. W., & Johnson, R. (1991). *Teaching students to be peacemakers*. Edina, MN: Interaction Book Company.

Lewis, T. (1992). Essential features of a social skills instructional program. In J. Marr, G. Sugai, & G. Tindal (Eds.), *The Oregon Conference monograph 1992* (pp. 32 - 40). Eugene, OR: University of Oregon.

Lorion, R. P., & Work, W. C. (1987). Affective and social skills development: Preventive strategies for a holistic approach to education. In S. G. Forman (Ed.),*School-based affective and social interventions*. (pp. 155 - 166). New York: Haworth Press.

Morgan, D. (1993, Fall). Which social skills training programs should you choose? *The Best Times*, pp. 1, 5.

Rutherford, R., Chipman, J., DiGangi, S., & Anderson, K. (1992). *Teaching social skills: A practical instructional approach*. Ann Arbor, MI: Exceptional Innovations.

Skillstreaming in early childhood: Teaching prosocial skills to the preschool and kindergarten child. In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-39). Bloomington: Council of Administrators of Special Education, Incorporated.

*MATERIAL NOT COPYRIGHTED*

## Skillstreaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child (1990)

Developed by Ellen McGinnis and Arnold P. Goldstein

**Target Population:**

- Children, ages 3 through 6, in general or special education
- The program primarily benefits three groups of children:
    - children who are withdrawn or aggressive
    - those with normal development who have periodic deficits in prosocial behavior
    - those with learning disabilities, communication disabilities, behavioral disabilities, or other disabilities
- May be used with children through grade 2, depending on developmental level

**Intended Student Outcomes:**

- Peer interaction skills
- School-related social skills
- Friendship-making skills
- Skills for dealing with feelings
- Alternatives to aggression
- Skills for dealing with stress

**Implementation Requirements:**

- Nature of instructional materials: utilizes teacher modeling, role playing, and group discussion; allows for instructional modification
- Parental involvement: parents are notified of program goals
- Instructional settings: classrooms, mental health and residential facilities
- Instructional grouping: whole class, small group, one-on-one
- Instructional time requirements: 15-20 minutes per daily session; morning sessions are suggested to allow students to practice skills throughout the day
- Assessment component: includes forms for tracking progress and self-monitoring

**Instructional Materials and 1993 Costs:**

- 200-page teacher's guide: $14.95 (10 or more: $13.45 each)
- Program forms booklet (contains forms for assessment, recording, and awards): $13.95

**Publisher:**

- Research Press
  Dept. N, P.O. Box 9177
  Champaign, IL 61826
  217-352-3273

My Friends & Me. In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-32). Bloomington: Council of Administrators of Special Education, Incorporated.

*MATERIAL NOT COPYRIGHTED*

---

## My Friends & Me (1988)

Developed by Duane E. Davis

---

**Target Population:**

- Designed for preschool and kindergarten children with and without disabilities.

**Intended Student Outcomes:**

- Help children develop a confident personal identity with focuses on nurturing social, emotional, physical, intellectual, and creative identities.
- Help children develop four types of social skills: (1) how to cooperate, (2) being considerate of others, (3) ownership and sharing, and (4) seeking help and giving help.

**Implementation Requirements:**

- Nature of instructional materials:
    - program can easily be integrated into existing curricula or used as a self-standing program
    - 87 scripted lessons focus on the two student outcomes with themes that are repeared throughout the program at gradually increasing levels of complexity
- Parental involvement: home notes are included to reinforce the program at home
- Instructional grouping: whole class, small group
- Instructional time requirements: estimated lesson time is 20 minutes; can be shortened to 10-15 for students with developmental and language delays. Instructions for shortening or lengthening many activities are included.

**Instructional Materials and 1993 Costs:**

- Complete program ($340)
    - Materials are contained in a 14" x 11" x 12" laminated cardboard box in the shape of a two-story house with a carrying handle and include: songs, magnetic shapes, posters, an illustrated storybook, home activities, and two foot-high dolls that provide the lead in many of the activities.
- Optional materials available for purchase:
    - an activity board, $58
    - 2 audiocassettes with recorded stories and activities, $58
    - 2 books with additional stories, $70

**Publisher:**

- American Guidance Service
  4201 Woodland Rd., P.O. Box 99
  Circle Pines, MN 55014-1796
  800-328-2560

Play Time/Social Time: Organizing Your Classroom to Build Interaction Skills. In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-14). Bloomington: Council of Administrators of Special Education, Incorporated.

*MATERIAL NOT COPYRIGHTED*

## Play Time/Social Time: Organizing Your Classroom to Build Interaction Skills (1993)

Vanderbilt/Minnesota Social Interaction Project
(Samuel Odom and Scott McConnell, Project Directors)

**Target Population:**

- Preschool children, ages 3-5, who engage in little or no positive or playful social interaction with peers.

**Intended Student Outcomes:**

- To develop specific play interaction skills.
- Six skills are taught:
  - sharing
  - share requests
  - play organizing
  - agreeing
  - requesting/offering assistance
  - persistence

**Implementation Requirements:**

- Teachers provide skill instruction to children who do not have appropriate skills via scripted skill lessons.
- Children with appropriate social skills are paired with target children who do not have appropriate social skills during structured play activities.
- Structured play groups should contain four to six children – equal numbers of target children and peers with appropriate social skills.
- Teachers are directed to use prompts to increase skill use and a self-monitoring system to encourage continued skill use; both are faded over time.
- Approximately 15-20 minutes per day should be allocated for skill instruction and structured play.

**Instructional Materials and 1993 Cost:**

- Soft-cover, 190-page manual @ $35.00

**Publisher:**

- Communication Skill Builders
  3830 E. Bellevue
  P.O. Box 42050
  Tucson, AZ 85733
  602-323-7500

ACCEPTS: A curriculum for Children's Effective Peer and Teacher Skills. In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-20). Bloomington: Council of Administrators of Special Education, Incorporated.

*MATERIAL NOT COPYRIGHTED*

# ACCEPTS: A Curriculum for Children's Effective Peer and Teacher Skills (1988)

Developed by Hill Walker, Scott McConnell, Deborah Holmes, Bonnie Todis, Jackie Walker, and Nancy Golden

**Target Population:**

- Designed for children in grades K-6 with learning, mental, and emotional disabilities
- May also be used for students without disabilities

**Intended Student Outcomes:**

- Skills for successful performance in mainstream classrooms
- Peer interaction skills
- Skills for making friends
- Skills for dealing with frustration
- Skills for resolving conflicts

**Implementation Requirements:**

- Nature of instructional materials: scripted, highly structured
- Instructional steps:
  1. define and discuss
  2. positive example
  3. negative example
  4. review/restate skill definition
  5. second positive example
  6. activities
  7. third positive example
  8. criterion role plays
  9. informal contracting
- Instructional grouping: small group, one-on-one
- Instructional time requirements: 40 to 45 minutes per instructional session
- Assessment components: screening information and an instrument for placing students in the curriculum

**Instructional Materials and 1993 Costs:**

- 154-page ACCEPTS program curriculum guide ($39.00) includes:
  - teacher's manual
  - scripts for teaching social skills
  - activities for use with varied group sizes
  - behavior management procedures to reinforce social skills
  - placement test
  - role play activities
- Optional 45-minute videotape: $198.00
  - shows children using social skills and classroom competencies

**Publisher:**

- Pro-Ed Publishers
  8700 Shoal Creek Blvd.
  Austin, TX 78758-6897
  512-451-3246

Getting Along with Others; Teaching Social Effectiveness to Children. In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-25). Bloomington: Council of Administrators of Special Education, Incorporated.

MATERIAL NOT COPYRIGHTED

## Getting Along with Others: Teaching Social Effectiveness to Children (1983)

Developed by Nancy F. Jackson, Donald A. Jackson, and Cathy Monroe

**Target Population:**

- Designed for students in elementary grades with emotional or behavioral disabilities
- May be used with students without disabilities, with students who have mild to moderate learning and mental disabilities, and with students from middle through postsecondary levels

**Intended Student Outcomes:**

- Social introduction skills
- Peer interaction skills
- Skills for resolving conflicts
- Skills for giving and receiving positive feedback
- Ability to follow directions
- Conversation skills
- Skills for responding to peer pressure

**Implementation Requirements:**

- Nature of instructional materials: includes scripted, teacher-guided skill lesson plans; suggests variety of teaching methods and includes specific incidental teaching strategies; activities include role plays, group discussions, relaxation training, and homework assignments
- Parental involvement: parents receive home notes and can be trained to reinforce the program at home
- Instructional grouping: whole class, small group
- Instructional time requirements: flexible; there are no set time requirements
- Assessment component: program includes recommendations regarding screening instruments and strategies
- Training requirements: program includes a self-training outline; optional training workshops and a training video are available

**Instructional Materials and 1993 Costs:**

- Complete program: $33.95
  - Teacher's guide (softbound, 126 pages)
  - Skill lessons & activities notebook (spiralbound, 162 pages)
- Other purchase options:
  - Teacher's guide: $14.95
  - Skill lessons & activities notebook: $23.95

**Publisher:**

- Research Press
  Dept. N, P.O. Box 9177
  Champaign, IL 61826
  217-352-3273

Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills. In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-40). Bloomington: Council of Administrators of Special Education, Incorporated.

MATERIAL NOT COPYRIGHTED

## Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills (1984)

Developed by Ellen McGinnis, Arnold P. Goldstein, Robert P. Sprafkin, and Jane Gershaw

**Target Population:**

- Elementary-aged students with and without disabilities. Behavioral skill steps are targeted to children in grades three and four, but can be adapted for younger and older elementary-aged children.

**Intended Student Outcomes:**

- Sixty social skills divided into the following five skill groups are addressed in the manual; teachers are encouraged to use structured learning to teach other social skills.
    - classroom survival
    - friendship-making
    - dealing with feelings
    - alternatives to aggression
    - dealing with stress

**Implementation Requirements:**

- Skillstreaming is designed to teach social skills via Structured Learning which consists of 4 steps:
    - modeling
    - role playing
    - performance feedback
    - transfer of training
- Skillstreaming can be used as a remedial or preventive small or large group program.
- The manual recommends conducting instructional sessions three to five times per week. From 20 to 40 minutes per session is needed (less time for younger students; more time for older students).
- The manual includes information about and forms for pre/post assessment of student skill.
- Sample instructional sessions are provided.

**Instructional Materials and 1993 Cost:**

- Skillstreaming manual $14.95; Program Forms booklet $12.95
- Formal training is not required.

**Publisher:**

- Research Press
  Dept. N, P.O. Box 9177
  Champaign, Illinois 61826
  217-352-3273
  FAX: 217-352-1221

*Social Problem Solving Program.* (1994). Piscataway, NJ: UMDNJ-CMHC at Piscataway, New Jersey University of Health Sciences.

MATERIAL NOT COPYRIGHTED

UMD
NEW JERSEY

UMDNJ, New Jersey's University of the Health Sciences
Community Mental Health Center at Piscataway

Social Problem Solving Program
Phone: (908) 235-4939
Fax: (908) 463-5115

240 Stelton Road
Piscataway, NJ 08854-3248

# SOCIAL PROBLEM SOLVING PROGRAM
# (ELEMENTARY PROGRAM)

## PURPOSE:

The Social Problem Solving Program (SPSP) trains teachers and parents to equip children with decision making and social problem solving ability. The goal is to give children: skills in self control and group participation; the use of an eight step social decision-making strategy; and the know-how regarding how to use these skills in real life and academic problem areas. The mission of the program is to prevent the children from becoming psychological casualties as a result of the problems of today: alcohol and substance abuse, teen pregnancy, suicide, school drop-out and delinquency.

## TARGET AUDIENCE:

The primary target audience for this program is K to 6th grade students in regular and special education classes, their teachers, school administrators, guidance and child study team staff, and parents.

## DESCRIPTION:

The Social Problem Solving Program concentrates on helping children in the areas of self-awareness, interpersonal skills, and social decision making. Social problem solving training has as its primary goal to help children (a) to calm down and reorganize themselves when they are under such stress as negative peer pressure, e.g., "C'mon Mike have a beer, you're the only one holding back"; (b) to develop their understanding of social problem situations and the people in them; (c) to consider possible alternative actions and their consequences; and (d) to plan detailed strategies for reaching their goals. The experience of the leaders in this field, including George Spivack, Ph.D. and Myrna Shure, Ph.D. from Hahnemann University in Philadelphia, Roger Weissburg, Ph.D. from The University of Illinois-Chicago, Emory Cowen, Ph.D. from the University of Rochester, Maurice Elias, Ph.D. from Rutgers University, and John F. Clabby, Ph.D. from the University of Medicine and Dentistry of New Jersey, indicates that children need social problem solving skills and that these skills are best taught as other basic skills are taught, e.g., through a series of engaging lessons with multiple practice opportunities and homework assignments.

The University is an affirmative action/equal opportunity employer

The Social Problem Solving approach impacts on these areas of concern in three phases:

> The Readiness Phase: These lessons target such self-control skills as: listening and concentrating, following directions, remembering, resisting provocations, avoiding provoking others, and self-calming. This unit also targets such group and social awareness skills as how to select friends and show caring.
>
> The Instructional Phase: These lessons target the establishment of rules for discussion and familiarizing the children with what a problem situation is and how it would be helpful to learn coping skills. The next section introduces eight social problem solving skills in a cumulative fashion. The final section should allow the children to integrate all eight steps around specific problems.
>
> The Application Phase: These lessons teach the children to use the skills in real life and academic problem situations. This phase represents a concerted effort to encourage the students to transfer and generalize the use of social problem solving to real problems as they happen.

## RATIONALE:

The philosophy of the unit is that social problem solving is best taught as a skill through regular and consistent meetings led by adults with whom the youngster is most familiar, e.g., a teacher(s) and/or parent(s). Prevention of mental health casualties is a main goal and, for that reason, the program encourages beginning this work with the young child and following that child through his educational life cycle with problem solving interventions.

## EVIDENCE OF EFFECTIVENESS:

Deficiencies in social problem solving skills are a common denominator in chemical dependency, depression and suicide, teen pregnancy, and school-based delinquency and stress.

Over a decade of research has been devoted to demonstrating that many persons with behavioral and emotional disorders show deficits in one or more or these social decision making thinking abilities. These skills include an individual's: (a) expectations about his effectiveness in problem situations; (b) sensitivity to others' feelings and perspectives; (c) ability to consider multiple alternatives and their consequences and to develop detailed and flexible plans to obtain one's goals; and (d) ability to monitor one's experiences in situations and use this information to refine future social problem solving performance.

In addition to the research cited above, the Social Problem Solving Program has since 1979 thoroughly evaluated its own program and has published these findings in scientific journals. When compared to controls, children taught social decision-making and problem solving through the Social Problem Solving Program:

- were more sensitive to others' feelings
- had a better understanding of behavioral consequences
- showed an increased ability to "size up" interpersonal situations and plan appropriate actions
- had higher self esteem
- were seen by their teachers as better adjusted
- were sought out by their own peers for help with problems
- better handled the difficult transition to middle school, and
- used what they learned in social problem solving lessons in situations occurring both inside and outside the classroom

## IMPLEMENTATION REQUIREMENTS:

Staffing: A Social Problem Solving Coordinator with a school district leadership role, e.g, building principal, is quite important for this program. This person selects the involved teachers and helps set up a system of consultation that can be ongoing between the implementing teachers and an SPSP staff school consultant, or a school staff consultant who can be trained in that role by the SPSP team. The Social Problem Solving Program Coordinator should meet regularly with the full cohort of involved teachers forming a Social Problem Solving Committee

Training: The SPS Program staff provides a two to three day training program for teachers, administrators, guidance, and child study team staff and parent leaders and the program involves multi-year consultation between school staff and SPSP staff.

## HISTORICAL PERSPECTIVE:

This unit's work, begun in 1979, represents a collaboration among the UMDNJ-Community Mental Health Center at Piscataway, Rutgers University, and the schools. The published research studies emanating from this program's service delivery, which validates the effectiveness of this approach, have in part been made possible by action-research funding support provided by UMDNJ, the William T. Grant Foundation, the National Institute of Mental Health, Rutgers University Research Council, the Middlesex County New Jersey Board of Chosen Freeholders, and the New Jersey Department of Education. Currently, the program receives funding from the Robert Wood Johnson Foundation and the U.S. Department of Education's National Diffusion Network.

At the present time, the program reaches many thousands of children per year in its training and consultation services to school systems across the country.

## RECOGNITION:

Awarded the 1988 Lela Rowland Prevention Award by the National Mental Health Association, this Unit's work represents a collaboration among the University of Medicine and Dentistry of New Jersey-Community Mental Health Center at Piscataway, Rutgers University, and New Jersey's public schools. In 1989, the Program received national validation from the U.S. Department of Education's National Diffusion Network.

FOR FURTHER INFORMATION: please contact one of us:

John F. Clabby, Ph.D.
Chief Psychologist
and Project Director
UMDNJ-CMHC at Piscataway
Social Problem Solving Program
240 Stelton Road
Piscataway, NJ 08854-3248
908-235-4939

Linda Bruene Butler
UMDNJ-CMHC at Piscataway
Social Problem Solving Program
240 Stelton Road
Piscataway, NJ 08854-3248
908-235-4939

Thomas Schuyler, M.A.
UMDNJ-CMHC at Piscataway
Social Problem Solving Program
240 Stelton Road
Piscataway, NJ 08854-3248
908-235-4939

Think Aloud. In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-52). Bloomington: Council of Administrators of Special Education, Incorporated.

MATERIAL NOT COPYRIGHTED

# Think Aloud

(Small-group program: 1981; Classroom program: 1985)

Developed by Bonnie W. Camp and Mary Ann S. Bash

**Target Population:**

- Designed for students in elementary grades who are in general education
- May be used with students with mild to moderate behavioral/emotional disabilities
- The small-group program is designed for 6- to 8-year olds who need supplemental help controlling aggression and other negative behaviors

**Intended Student Outcomes:**

- Problem-solving skills
- Awareness and understanding of others
- Skills for dealing with feelings
- Skills for handling stress
- Skills for interacting with adults
- Self-awareness skills
- Friendship skills
- Decision-making skills
- Conversation skills

**Implementation Requirements:**

- Nature of instructional materials: highly structured, sequential, scripted
- Parental involvement: notified of program goals
- Instructional settings: classroom; small-group program can be used outside the classroom
- Instructional grouping: whole class, small group, one-on-one
- Instructional time requirements: daily 30-minute sessions for 10 weeks
- Assessment component: suggestions regarding evaluation of skill acquisition

**Instructional Materials and 1993 Costs:**

- Purchase options:
  - Small-group program: $49.95
    296-page teacher's guide (three-ring binder, 23 lessons)
  - Grades 1-2 classroom program: $39.95
    316-page teacher's guide (papercover, 30 lessons)
  - Grades 3-4 classroom program: $39.95
    286-page teacher's guide (papercover, 31 lessons)
  - Grades 5-6 classroom program: $39.95
    252-page teacher's guide (papercover, 23 lessons)
- Teaching materials include reproducible masters from each volume, common items found in classrooms, and some commercial materials not included with the program

**Publisher:**

- Research Press
  Dept. N, P.O. Box 9177
  Champaign, IL 61826
  217-352-3273

Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children and Adolescents. In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-53). Bloomington: Council of Administrators of Special Education, Incorporated.

*MATERIAL NOT COPYRIGHTED*

# Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children and Adolescents (1989)

Developed by Ann Vernon

**Target Population:**

- Designed for students in grades 1 through 12 (there are two curriculums: one for grades 1-6 and one for grades 7-12)
- May also be used with students with behavioral/emotional disabilities

**Intended Student Outcomes:**

- Self-acceptance and self-awareness skills
- Skills for dealing with feelings
- Skills for responding to peer pressure
- Skills for dealing with criticism
- Problem-solving skills
- Awareness and understanding of others
- Peer interaction skills

**Implementation Requirements:**

- Nature of instructional materials: sequential; teacher-directed; activities include group discussions, simulation games, role playing, stories, written assignments, brainstorming, and art activities
- Relationship to regular curriculum: separate
- Instructional grouping: whole class, small group
- Instructional time requirements: 35 minutes per session for grades 1-6; 50 minutes per session for grades 7-12; 90 activities for each grade level
- Assessment: no assessment component; curriculum is designed as preventative--to be used with all students

**Instructional Materials and 1993 Costs:**

- Purchase options:
  - 252-page teacher's manual (papercover) for grades 1-6: $25.95
  - 254-page teacher's manual (papercover) for grades 7-12: $25.95

**Publisher:**

- Research Press
  Dept. N, P.O. Box 9177
  Champaign, IL 61826
  217-352-3273

TRIBES: A Process for Social Development and Cooperative Learning In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-132). Bloomington: Council of Administrators of Special Education, Incorporated.

MATERIAL NOT COPYRIGHTED

# TRIBES: A Process for Social Development and Cooperative Learning (1987)

Developed by Jeanne Gibbs

**Target Population:**

- Tribes has been used successfully in self-contained, resource, and mainstreamed settings across all age and grade levels from kindergarten through adult.

**Intended Student Outcomes:**

- Emphasizes the development of six social skills: sharing, respecting, empathizing, participating, reflecting, and listening. Students participate in supportive classroom peer groups, improve self-image, act more responsibly, and increase academic achievement.

**Implementation Requirements:**

- Nature of instructional materials:
    - Three essential components: the use of cooperative learning techniques; adherence group and classroom rules or "norms"; and developing a sense of community in the classroom
    - Uses a group development process with activities that allow children to express the feelings and opinions, to feel included in the group and responsible to one another
- Instructional grouping: whole class
- Instructional time requirements: integrated into curriculum with community circle requiri minimum of 30 minutes daily
- Training requirement: training is considered necessary for effective implementation

**Instructional Materials and 1993 Cost:**

- Soft-bound, 248 page manual, containing 100 activities and program information: $19.95
- Training Options: (1) on-site (3-eight hour days) $200 per teacher, plus travel and per di for trainer; (2) TLC Associates teacher training (24 hours) at locations across the country, $450 per participant plus transportation, per diem, lodging; (3) Training-of-Trainers (34 hours), $650 plus travel, four days of lodging, and per diem.

**Publisher:**

- Center Source Publications
  305 Tesconi Circle
  Santa Rosa, CA 95401
  707-577-8233

Aggression Replacement Training. In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-96). Bloomington: Council of Administrators of Special Education, Incorporated.

MATERIAL NOT COPYRIGHTED

## Aggression Replacement Training (1987)

Developed by Arnold P. Goldstein and Barry Glick

**Target Population:**

- May be used with students in middle and secondary grades who are in general education, and with those who have mild to moderate behavioral/emotional, mental, and learning disabilities
- Designed for high-risk, delinquent adolescents, including those in correctional facilities

**Intended Student Outcomes:**

- Job-related social skills
- Decision-making skills
- Problem-solving skills
- Skills for interacting with adults
- Skills for dealing with feelings
- Skills for handling stress
- Skills for resolving conflicts
- Peer interaction skills

**Implementation Requirements:**

- Nature of instructional materials: teacher-directed; includes specific homework assignments; program has three components:
    - Structured learning
    - Moral education
    - Anger control training
- Instructional settings: classroom; can be used in residential settings, including correctional facilities
- Instructional grouping: small group
- Instructional time requirements: weekly 1-hour sessions for minimum of 10 sessions per component
- Assessment component: appendix includes sample assessment instruments
- Training requirements: 2-day intensive workshop available

**Instructional Materials and 1993 Costs:**

- Complete program: $18.95 ($17.05 each for 10 or more)
    - Teacher's guide (softbound, 376 pages)

**Publisher:**

- Research Press
  Dept. N, P.O. Box 9177
  Champaign, IL 61826
  217-352-3273

ASSET: A Social Skills Program for Adolescents. In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-132). Bloomington: Council of Administrators of Special Education, Incorporated.

*MATERIAL NOT COPYRIGHTED*

## ASSET: A Social Skills Program for Adolescents (1981)

Developed by J. Stephen Hazel, Jean Bragg Schumaker, James A. Sherman, and Jan Sheldon-Wildgen

**Target Population:**

- Designed for adolescents in grades 6-12 who are delinquent and/or have poor social skills
- May be used for adolescents with behavioral/emotional disabilities

**Intended Student Outcomes:**

- Problem-solving skills
- Ability to follow instructions
- Skills for resisting peer pressure
- Skills for interacting with adults and authority figures
- Negotiation skills
- Conversation skills
- Peer interaction skills
- Skills for giving and accepting positive and negative feedback

**Implementation Requirements:**

- Nature of instructional materials: social behaviors are demonstrated in video tapes, which are followed by group discussions, role playing, and homework assignments; involves few reading and writing activities
- Instructional settings: classroom, group home, activity center, guidance office
- Instructional grouping: small group
- Instructional time requirements: 1.5- to 2-hour sessions, weekly for 9 weeks
- Assessment components: Instructor's guide includes pre- and post-training checklists and questionnaires

**Instructional Materials and 1993 Costs:**

- Complete program: $1,400.00
    - Eight VHS videotapes that model skills and promote discussion
    - Reproducible program materials, including skill sheets, home notes, and criterion checklists
    - 150-page instructor's guide in a three-ring binder
- Other purchase options:
    - Additional instructor's guide: $49.95
    - Additional set of reproducible program materials: $15.95

**Publisher:**

- Research Press
  Dept. N, P.O. Box 9177
  Champaign, IL 61826
  217-352-3273

The Prepare Curriculum. In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-114). Bloomington: Council of Administrators of Special Education, Incorporated.

MATERIAL NOT COPYRIGHTED

## The Prepare Curriculum (1988)

Developed by Arnold P. Goldstein

**Target Population:**

- Adolescents and young children who are aggressive, antisocial, withdrawn, and/or socially isolated.

**Intended Student Outcomes:**

- To decrease negative social behavior by promoting prosocial behavior.
- Ten groups of social skills are addressed via 10 separate courses:
  - problem solving
  - interpersonal relations
  - situational perception
  - anger control
  - moral reasoning
  - stress management
  - empathy
  - recruiting supportive models
  - cooperation
  - understanding and using groups

**Implementation Requirements:**

- For the first five courses, sufficient information is provided for skill instruction; teachers will need to obtain additional information and materials to teach the other five courses.
- Each course varies in length, i.e., overall length of course and length of instructional sessions.
- The manual describes procedures for enhancing skill transfer and maintenance as well as for classroom contingency management.
- Although formal training is not required for teaching any course, teachers will need to determine if they have the knowledge and skills needed to teach a course.
- Teachers have flexibility in deciding which skills to teach and when; however, certain sequences and skill groupings are suggested.
- Each of the skill courses may be taught to small or large groups of students.
- The interpersonal skills course uses the structured learning technique and teaches the same skills as are included in the program Skillstreaming the Adolescent.

**Instructional Materials and 1993 Cost:**

- Soft-cover, 700-page manual @ $29.95

**Publisher:**

- Research Press
  Dept. N, P.O. Box 9177
  Champaign, Illinois 61826
  217-352-3273

Skillstreaming the Adolescent. In J. Alberg, D. Cron, S. Eller, B. Nero, & C. Petry (1993). *Social skills instruction for students with disabilities* (p. B-116). Bloomington: Council of Administrators of Special Education, Incorporated.

*MATERIAL NOT COPYRIGHTED*

## Skillstreaming the Adolescent (1980)

Developed by Arnold P. Goldstein, Robert P. Sprafkin, N. Jane Gershaw, and Paul Klein

**Target Population:**

- Designed for students in grades 6-12 who are in general or special education classes
- May be used with students who have mental disabilities, learning disabilities, behavioral/emotional disabilities, or developmental delays

**Intended Student Outcomes:**

- Enhanced self-esteem
- Competence in dealing with interpersonal conflicts
- Skills for dealing with feelings
- Alternatives to aggression
- Skills for dealing with stress
- Planning skills

**Implementation Requirements:**

- Nature of instructional materials: utilizes teacher modeling, role playing, and group discussion; allows for instructional modification
- Instructional settings: classroom or other learning site set up to simulate social environments
- Instructional grouping: whole class, small group
- Instructional time requirements: 1 hour per session, 2 times per week
- Assessment component: checklist for determining placement and evaluating progress

**Instructional Materials and 1993 Costs:**

- Purchase options:
  - 232-page softcover teacher's guide: $14.95
  - Audiocassette series (set of three 60-minute tapes): $35.95
    Tape 1. Introduction to Structured Learning
    Tape 2. Structured Learning in Use
    Tape 3. Management of Problem Behaviors in the Structured Learning Group
  - 400 skill cards that outline each of the 50 skills addressed (8 cards per skill): $25.00
  - Teacher's guide plus audiocassette series: $46.95

**Publisher:**

- Research Press
  Dept. N, P.O. Box 9177
  Champaign, IL 61826
  217-352-3273

Fister, S. (1993, Fall). Boys Town Social Skills Program: An overview. *The Best Times*, p. 6.

**MATERIAL NOT COPYRIGHTED**

# *Materials Review:* NEW PICKS

*– Susan Fister, Educational Consultant*

## BOYS TOWN SOCIAL SKILLS PROGRAM: AN OVERVIEW

The Education Model used at Boys Town Schools represents a set of systematic procedures for addressing both appropriate and inappropriate social behaviors. Four main components are central to the Education Model developed and refined at Boys Town. They include a Social Skills Curriculum, Motivation System, Teaching Interactions, and Administrative Intervention. Some of the components involved in the Teaching Interactions were originally developed as one of the treatment techniques used with the Teaching-Family Model (Phillips, Fixsen, Phillips & Wolf, 1979.) They were later adapted by Don Black and John Downs for use in a school setting at a residential treatment center in Montana.

### *1. Social Skills Curriculum*

The social skills curriculum provides a foundation for a structured educational approach to the socialization of school age children. The school social skills curriculum offers a manageable and well defined set of sixteen social behaviors encompassing Adult Relations, Peer Relations, School Rules, and Classroom Behaviors. The curriculum identifies alterative pro-social behaviors and defines the components for each of the 16 skills for instructional purposes. (Refer to the 16 skills listed at the end of this article.)

### *2. Motivation System*

The Motivation System supports the implementation of the curriculum and is based on a semi-token economy. The procedures are flexible, allowing the students to earn points for appropriate social behavior and lose points for inappropriate social behavior. Three levels are built into the model: the Daily Point System, the Progress System, and the Merit System. Points can be exchanged for such things as independent time, auction items, and media equipment. Bonds can also be purchased by students which allow them to move across levels of the Motivation System.

### *3. Teaching Interactions*

Teaching Interactions are critical procedures used to teach, reinforce, and modify social behavior. The primary purpose of a Teaching Interaction is to teach alterative social behaviors in a calm and positive manner. Preventive Teaching is used for the initial teaching and reviewing of skills included in the curriculum. The concept of Teaching Interactions is based on extensive research which supports the notion that social behaviors such as accepting criticism, following instructions and accepting no for an answer, can be taught to students using praise, specific descriptions of behavior, demonstrations, and positive consequences.

The program outlines four different types of Teaching Interactions: Effective Praise, Complete Teaching Interactions, Shortened Teaching Interactions, and Ongoing Teaching Interactions. These Teaching Interactions can provide teachers, administrators, counselors, parents, and other school personnel with a systematic way of teaching and correcting social behaviors that are critical to a student's survival and success, both in and outside of the school setting. Teaching Interactions differ from other social skills programs in that they teach and/ or correct at the time the behavior occurs, thereby effectively combining teaching with management.

### *4. Administrative Intervention*

This unique procedure involves a series of precise steps for dealing with students who are no longer under instructional control (i.e., severe behaviors which result in office referrals.) The student is dealt with away from peers, generally in the office, by a counselor or administrator who has been carefully trained in the procedure. The goal of Administrative Intervention is to get the student back under instructional control, and achieve successful return to the classroom. Steps include intensive instruction and practice in alterative pro-social behaviors, developing and delivering apologies, and consequences.

Training is required in order to properly implement each of the components included in the Boys Town Schools Model. Training and information can be obtained by directly contacting trainers at Boys Town (402) 498-1892, Tricia Wells at (515) 226-1744, Susan Fister at (801) 582-4070, or Richard West or Richard Young at (801) 750-1994.

### *References*

Downs, J., Black, D. D., and Kutsick, K. (1985). The teaching interaction: A systematic approach to developing social skills in disruptive and non-disruptive students. Techniques, 1, 304-310.

Fixsen, D. L., Phillips, E. L., Dowd, T.P., and Palma, L. J. (1981). Preventing violence in residential treatment programs for adolescents. In R. B. Stuart (Ed.), Violent behavior: Social learning approaches to prediction, management, and treatment. 203-266. New York: Brunner/Mazel, Inc.

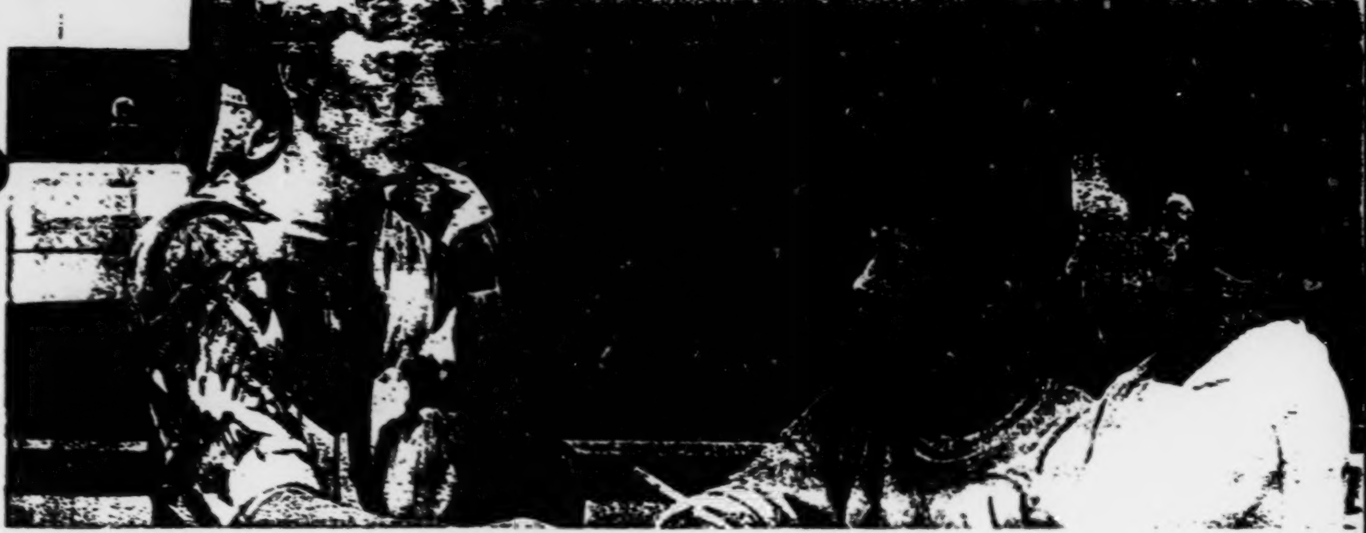
Ford, D., Evans, J. H., Dwerkin, L. K. (1982). Teaching interaction procedures: Effects upon the learning of social skills by an emotionally disturbed child. Education and Treatment of Children, 5, 1-11.

Leavitt, S. E. (1982). Active parenting: A trainer's manual. Boys Town, NE: Father Flanagan's Boys' Home (The Boys Town Center).

Maloney, D. M., Phillips, E. L., Fixsen, D. L., and Wolf, M. M. (1975). Training techniques for staff in group homes for juvenile offenders: An analysis. Criminal Justice and Behaviors, 2, 195-216.

Carter, J., & Sugai, G. (1989). Social skills curriculum analysis. *Teaching Exceptional Children* 22 (1), pp. 36 - 39.

***REPRINTED WITH PERMISSION***



# Social Skills Curriculum Analysis

Jane Carter
George Sugai

■Many students with learning or behavioral difficulties are viewed as socially incompetent because of their behaviors. These can include behavioral excesses such as talking out, name calling, and class disruptions, or deficiencies such as withdrawal and avoidance. When students exhibit these behaviors, they are not accepted by their peers and they are judged less favorably by important members of their social environment such as parents, teachers, and other community members (Gresham, 1986). An even greater long-term problem is the persistence of these social skill problems into adult life (Michelson & Mannarino, 1986; Walker, Severson, Haring, & Williams, 1986).

Efficient and effective interventions are needed to change these socially incompetent behaviors and help students function successfully in social settings. Social skills should be taught to children using the same strategies that are used to teach academic skills (i.e., instruction, practice, and feedback) (Colvin & Sugai, 1988; Cullinan & Epstein, 1985; Rathjen, 1984). Various strategies have been shown to be effective in reducing behavioral difficulties and strengthening more prosocial behaviors (Barton, 1986; Carter & Sugai, 1988; Wolery, Bailey, & Sugai, 1988). Unfortunately, the variety of available curricula and the multiplicity of instructional tactics (e.g., role playing, coaching, modeling, peer tutoring) make the task of identifying the best combination of instructional tactics and the most appropriate social skills curriculum quite difficult. Teachers need to know more about a social skills curriculum than the age or grade level of the targeted group; they need to know the behavioral excesses and deficiencies of the learners as well as the specific environmental arrangements.

This article provides classroom teachers with a framework to select and analyze an effective social skills curriculum. The framework emphasizes the analysis of certain programming considerations and instructional strategies that are empirically valid and can promote persistent and generalizable skills.

A list of some published curricula that were designed systematically and specifically to teach social skills appears at the end of this article under the title Resources. The instructional strategies presented do not comprise an exhaustive list; however, they include a variety of techniques such as modeling, strategic placement, instruction, correspondence training, rehearsal and practice, positive reinforcement/shaping, prompting and coaching, and positive practice.

Brief descriptions of these tactics and their advantages and disadvantages are given in Table 1. Classroom teachers may choose to use them individually, in combination, or as supplements to existing curricula. Ultimately, selection of a given strategy or curriculum rests on the teacher's ability to assess the individual student's learning difficulties, identify and implement the most viable strategy, and measure its effects on the student's performance.

## Programming Considerations

In addition to instructional strategies, teachers must consider a variety of programming factors that may influence the efficacy of a program. It is important to consider these practical factors when analyzing, selecting, and implementing a social skills program.

### Train in Groups

Social skills training should be presented in small groups of three to six students, rather than with individual students (Barton, 1986). This might seem obvious, given the term *social*; however, it should be emphasized for a number of reasons (Michelson & Mannarino, 1986). First, students can learn and practice a skill with peers

REPRINTED WITH PERMISSION

with whom they are likely to interact outside the instructional setting. Second, peers can serve as better models than an adult or a verbal description of a skill. Third, peer feedback can be more meaningful and reinforcing than teacher feedback. The use of peers in instruction also can help to optimize maintenance and generalization.

### Individualize the Curriculum

Each instructional strategy should be tailored to meet individual student needs. Levels of teacher assistance, reinforcer types, accuracy criteria, example selection, and a variety of other factors can affect the efficiency of individual student learning and the likelihood of skill maintenance and generalization. For example, if a student reacts aggressively to being teased during recess, the teacher might incorporate strategies for dealing with this situation into the social skills curriculum. The student would role play those strategies in class and be given systematic coaching on the playground. A useful curriculum provides opportunities for such modifications so that learning can be maximized.

### Train Others in the Curriculum

Social skills are needed in dealing with a variety of settings and people. This can be facilitated by using more than one teacher in skill instruction and providing instruction in multiple settings. When reviewing a social skills curriculum, teachers should determine whether or not the instructions and materials are written clearly enough and in sufficient detail for others to use the curriculum. If highly specialized or additional training is required, teachers may find this curriculum unsuitable.

### Select a Cost-Effective Curriculum

Since many school systems are facing shrinking budgets and must provide more instruction with fewer financial resources each year, a social skills curriculum must be affordable. Cost should be assessed from three perspectives. First, the initial purchase cost must be within the teacher's and school's budgets. When considering initial costs, teachers must look at curriculum materials, instructor's manuals, and supplementary materials. Second, the cost to maintain the curriculum over time must be assessed (for example, copying and replacing consumables). Finally, the cost in terms of time required to learn how to use a curriculum or teach others to use it must be considered. If it is not possible to meet the costs associated with initial set-up, maintenance, and time expenditures, a specific social skills curriculum may not be appropriate.

### Field Test the Curriculum

With rising costs and increased emphasis on teacher accountability, teachers must select social skills curricula that are effective in promoting prosocial behaviors. When considering a specific curriculum, a teacher should examine two effectiveness factors. First, the teacher should determine whether or not field test information is provided on the technical adequacy of the curriculum. This information would tell the teacher (a) with whom the curriculum has been used effectively, (b) under what conditions it has been applied, (c) how reliable or consistent it has been shown to be, and (d) what its range of coverage is. Second, the teacher should try a new curriculum before expending too much time and effort on its adoption. An effective social skills program is one that can be adapted to student needs and produces acceptable levels of behavior change and learning. The goal is to fit the program to the student, not the student to the curriculum. If field test information is lacking, the teacher can only guess at a curriculum's effectiveness.

### Assess Student Needs and Performance

Assessment is an essential component of effective instruction, used to identify individual student needs, monitor progress, and evaluate the viability of a teaching strategy. Assessment information can be collected from permanent products (e.g., previous written reports), structured interviews, tests, rating scales, and direct observation of student performance. When social skills are taught, assessment procedures should be consistent and systematic. Although it may be difficult, direct observation of student performance should be used as much as possible. Such observation will reveal information regarding specific behavioral dimensions (e.g., frequency, topography, duration, intensity), interactions with peers and teachers, and proximity to others (Kratochwill & French, 1984).

Assessments also should be conducted formatively, or continuously, so that student response patterns and immediate fluctuations in responding can be detected. When examining a social skills program, it is important to determine whether or not assessment procedures or guidelines are provided. If they are missing, teachers should be prepared to develop their own means of monitoring student performance and evaluating the effectiveness of a procedure.

### Train for Maintenance and Generalization

One of the most serious programming considerations is the question of how to arrange instruction so that social skills will transfer to and be maintained outside the instructional setting. When teachers analyze social skills curricula, they should determine whether or not strategies are included for skill maintenance and generalization. If these procedures are missing, teachers must incorporate ways to promote them. Several practical strategies include the following:

- Using multiple trainers.
- Training in multiple settings.
- Teaching a variety of response variations that will be maintained by the natural environment.
- Selecting a representative range of instructional examples, nonexamples, reinforcers, and materials that are likely to be encountered outside the training setting.
- Reinforcing social skills when they occur in new settings and under different conditions.

---

## Guidelines for Analyzing a Social Skills Curriculum

The Social Skills Analysis Checklist was developed to help teachers select an appropriate social skills curriculum. The teacher reviews the curriculum and then uses the Checklist questions to analyze the curriculum's potential utility for promoting social skills. The teacher answers "yes" or "no" to each of the following questions:

*Table 1*

## DESCRIPTIONS, ADVANTAGES, AND DISADVANTAGES OF INSTRUCTIONAL TACTICS FOR TEACHING SOCIAL SKILLS

| *Instructional Strategy* | *Description* | *Advantages* | *Disadvantages* |
|---|---|---|---|
| Modeling | Exposing target student to display of prosocial behavior. | Easy to implement. | Not sufficient if used alone. |
| Strategic placement | Placing target student in situations with other students who display prosocial behaviors. | Employs peers as change agents. Facilitates generalization. Is cost effective. | Research data inconclusive when used alone. |
| Instruction | Telling students how and why they should behave a certain way, and/or giving rules for behavior. | Overemphasizes norms/expectations. | Not sufficient if used alone. |
| Correspondence training | Students are positively reinforced for accurate reports regarding their behavior. | Facilitates maintenance and generalization of training. Is cost effective. | Very little documentation of effectiveness. |
| Rehearsal and practice | Structured practice of specific prosocial behavior. | Enhances skill acquisition. | Not sufficient to change behavior if used alone. |
| Positive reinforcement or shaping | Prosocial behaviors or approximations are followed by a reward or favorable event. | Strong research support for effectiveness. | Maintenance after treatment termination is not predictable. |
| Prompting and coaching | Providing students with additional stimuli/prompts which elicit the prosocial behavior. | Particularly effective after acquisition to enhance transfer to natural settings. | Maintenance after treatment termination is not predictable. |
| Positive practice | A consequence strategy in which student repeatedly practices correct behavior. | May produce immediate increases in prosocial behavior. | Long-term effectiveness not documented. Less restrictive approaches should be used first. |
| Multimethod training packages | Multicomponent instructional package which incorporates several behavioral techniques. | Greater treatment strength and durability. Applicable to a wide range of children and settings. | |

*Part I (Instructional Components)*

Does the curriculum use:

1. Modeling?
2. Strategic placement?
3. Instruction?
4. Correspondence training?
5. Rehearsal/practice?
6. Prompting/coaching?
7. Positive reinforcement/shaping?
8. Positive practice?

*Part II (Programming Considerations)*

1. Are assessment procedures/instruments included?
2. Is the curriculum adaptable to individual needs?
3. Can the curriculum be used with small groups?
4. Can personnel implement the curriculum without specialized training beyond that described in the curriculum?
5. Is the cost of implementation reasonable and manageable?
6. Are strategies included that will promote maintenance and generalization of skills?

Responses from the Checklist are then used to complete the Decision Grid (Table 2), which was designed to help teachers make comparisons and determine the appropriateness of particular programs.

For example, Mr. Hurata, a middle school special education teacher, wishes to implement a social skills instructional program for his students. He has access to three of the curricula

*Table 2*

## SAMPLE GRID FOR COMPARING SOCIAL SKILLS CURRICULA

| *Curriculum* | *Are assessment or evaluation procedures provided?* | *Are strategies for individualizing included?* | *Cost?* | *Are field-test data available?* | *Are strategies for maintenance and generalization included?* | *Is it easy to use by others?* |
|---|---|---|---|---|---|---|
| Skillstreaming | yes | yes | $14 | no | some | yes |
| Access | yes | yes | $29 | yes | yes | yes |
| Getting along | no | yes | | yes but request | yes | yes |

listed under Resources: *Skillstreaming the Adolescent* (Goldstein, Sprafkin, Gershaw, & Klein, 1980), *Getting Along with Others* (Jackson, Jackson, & Monroe, 1983), and *The ACCESS Program* (Walker, McConnell, Holmes, & Horton, 1988). Mr. Hurata's task is to determine which of the three curricula would be most effective with his students. Using the answers to questions from the Social Skills Curriculum Analysis Checklist, he uses the Decision Grid to review and compare the potential curricula and make the most informed selection.

## Conclusion

The array of social skills curricula available is so vast that choosing one may be overwhelming to teachers. The diversity of instructional strategies, assessment procedures, and program components contained in these curricula offer complexity as well as variety. A review of the literature indicates that no single curriculum component is optimal (Carter & Sugai, 1988; Kratochwill & French, 1984; Michelson & Mannarino, 1986). Rather, multicomponent packages are more likely to lead to more successful outcomes and generalized responding (Barton, 1986).

Unfortunately for front-line teachers, the most effective combination of components is yet to be verified empirically. Therefore, the Social Skills Curriculum Analysis Checklist and the Decision Grid have been developed to assist teachers in the selection process. While they are not intended to be exhaustive, the strategies described in the Checklist can simplify the selection process and add credence to the decisions teachers must make.

## Resources

Goldstein, A.P., Sprafkin, R.P., Gershaw, M.J., & Klein, P. (1980). *Skillstreaming the adolescent: A structured learning approach to teaching prosocial skills.* Champaign, IL: Research Press.

Jackson, J.F., Jackson, D.A., & Monroe, C. (1983). *Getting along with others: Teaching social effectiveness to children.* Champaign, IL: Research Press.

McGinnis, E., & Goldstein, A.P. (1984). *Skillstreaming the elementary school child: A guide for teaching prosocial skills.* Champaign, IL: Research Press.

Spence, S. (1981). *Social skills training with children and adolescents: A counselor's manual.* Windsor, Berks, London: NFER-Nelson Publishing Company.

Stephens, T.M. (1978). *Social skills in the classroom.* Columbus, OH: Cedar Press.

Waksman, S.A., & Messmer, C.L. (1985). *Assertive behavior: A program for teaching social skills to children and adolescents.* Portland, OR: Enrichment Press.

Walker, H.M., McConnell, S., Holmes, D., Todis, B., Walker, J., & Golden, N. (1983). *The Walker social skills curriculum: The ACCEPTS program.* Austin, TX: PRO-Ed.

Walker, H.M., Todis, B., Holmes, D., & Horton, G. (1988). *The Walker social skills curriculum: The ACCESS program.* Austin, TX: PRO-Ed.

Wilkinson, J. & Canter, S. (1982). *Social skills training manual: Assessment, program design, and management of training.* New York: John Wiley & Sons.

## References

Barton, E. J. (1986). Modification of children's prosocial behavior. In P. S. Strain, M. J. Guralnick, & H. M. Walker (Eds.), *Children's social behavior: Development, assessment, and modification* (pp. 331–371). Orlando, FL: Academic Press.

Carter, J., & Sugai, G. M. (1988). Promising practices for teaching social skills. *TEACHING Exceptional Children, 20*(3), 68–70.

Colvin, G., & Sugai, G. (1988). *Proactive strategies for managing social behavior problems: An instructional approach.* Eugene, OR: University of Oregon.

Cullinan, D., & Epstein, M. H. (1985). Behavioral interventions for educating adolescents with behavior disorders. *The Pointer, 30*(1), 4–7.

Gresham, F. (1986). Conceptual issues in the assessment of social competence in children. In P. S. Strain, M. J. Guralnick, & H. M. Walker (Eds.), *Children's social behavior: Development, assessment, and modification* (pp. 143–180). Orlando, FL: Academic Press.

Kratochwill, T. R., & French, D. C. (1984). Social skills training for withdrawn children. *School Psychology Review, 13*, 331–337.

Michelson, L., & Mannarino, A. (1986). Social skills training with children: Research and clinical application. In P. S. Strain, M. J. Guralnick, & H. M. Walker (Eds.), *Children's social behavior: Development, assessment, and modification* (pp. 373–406). Orlando, FL: Academic Press.

Rathjen, D. P. (1984). Social skills training for children: Innovations and consumer guidelines. *School Psychology Review, 13*, 302–310.

Walker, H. M., Severson, H., Haring, N., & Williams, G. (1986). Standardized screening of behavior disordered (SSBD) pupils in the elementary age range. *ADI News, 5*(3), 15–18.

Wolery, M. R., Bailey, D. B., & Sugai, G. (1988). *Effective teaching: Principles and procedures of applied behavior analysis with exceptional children.* Boston: Allyn & Bacon.

**Jane Carter** is *Instructor and Field Coordinator, Division of Teacher Education, and* **George Sugai** *is Associate Professor. Both are in CEC Chapter #375 and at the University of Oregon, Eugene.*

*Preparation of this article was supported in part by the U.S. Department of Education, contract G008630092. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the Department should be inferred.*

*Copyright 1989 CEC.*

*Photograph by Mark A. Regan.*

# Safe Classrooms

# SAFE CLASSROOMS

"Students need to feel safe both physically and psychologically" (Davern, Marusa, & Quick, 1990, p. 4). They need to feel safe from physical harm but also feel psychologically secure that they belong and can express themselves freely without risk of ridicule. Recognizing this need among students, the staff members of Edward Smith and Salem Hyde Schools in Syracuse, NY included a section in their *Building "Community" in Classrooms and Schools* document which offers guidelines to educators working to create "safe" classrooms where there are clear rules and guidelines drafted with collaborative input from students, and where students feel safe to express themselves and feel comfortable talking about their problems. This section has been reproduced on pages 213 - 217.

## *REFERENCES:*

Davern, L., Marusa, J., & Quick, D. (1990). Creating classrooms which are 'safe' places. In L. Davern, J. Marusa, and D. Quick (Eds.), *Building "community" in classrooms and schools* (p. 4 - 8). Syracuse: Inclusive Education Project.

Creating classrooms which are 'safe' places. In L. Davern, J. Marusa, and D. Quick (Eds.), *Building "community" in classrooms and schools* (p. 4 - 8). Syracuse: Inclusive Education Project.

MATERIAL NOT COPYRIGHTED

## CREATING CLASSROOMS WHICH ARE "SAFE" PLACES

Students need to feel safe both physically and psychologically. The experience of feeling physically safe frees them from concerns about their personal belongings and physical well-being. Feeling psychologically safe means that students feel that they "belong"—that they can express themselves and take risks without fear that they will be ridiculed by classmates or that their errors will be publicly "spotlighted."

> ☞ "They feel free to make mistakes and to use the information gained from their mistakes as valuable feedback for learning. Energy which might normally be used to protect a limited self-image or to defend weaknesses is freed for use in more productive tasks" (Educators for Social Responsibility, 1984, p.10).

There are many ways in which teaching staff can work to create "safe" classrooms. Three ways follow:

- ★ developing clear rules and guidelines with students;
- ★ creating an environment where it is safe for students to express themselves, and where many opportunities for expression are presented;
- ★ creating an environment where it is "okay" to talk about problems.

### CREATING CLEAR RULES AND GUIDELINES WITH STUDENTS

It is not unusual to have classroom rules. Rules arise from a need for order. In a classroom which is moving towards community, members develop the rules in order to benefit the community as a whole (which includes adults). How this occurs will depend on the age of the children, although even very young children can have input in this process.

The teacher acts as a guide in this process. The attitude adopted is that this is "our" room—what do we want to do to make it a safe and pleasant place to be and learn? One teacher began this process with a discussion of "student rights and responsibilities." What rights and responsibilities did students believe that they had? Students met in cooperative groups and discussed this. They came up with rights such as, "We have a right to play all day." With teacher guidance, this was molded into "We have a right to have some fun in school." Students knew they had responsibilities such as "to learn" and "not to hurt anyone." This discussion led to the development of rules so that rights would be respected and responsibilities fulfilled. In some cases, the rules may need to evolve as new challenges arise:

- ★ "Respect yourself by doing your best."
- ★ "Respect others by treating them fairly."
- ★ "Respect each other by listening and by cooperating. (No 'put-downs.')"
- ★ "Solve problems without hurting anyone."
- ★ "Respect property — yours, others', the school's."

☞ We make a "classroom constitution" comprised of rules that the students feel are important. After discussion, all the students sign the constitution.

Rules may be stated by the children in their own words - - "What do you want the classroom to be like?":

★ Say only good words.
★ Tell the truth.
★ Be polite and special to others.
★ Keep your body to yourself.
★ Keep your feet on the floor.
★ Don't cut other people's hair.

Some rules may evolve from the presence of diversity in the classroom. "Teasing" a child because of a difference in appearance or behavior can not be ignored. Children will benefit from frequent discussions, modeling and roleplays (e.g., Skillstreaming[2]) in order to practice the behaviors suggested by the rules (e.g., "respect others"):

☞ John and Mark were getting into fights in the cafeteria. The principal told them to leave any difficult situations and come to her for help. They did not use this opportunity until we roleplayed, talked and "walked through" this situation in the cafeteria.

Diversity in the classroom may also challenge the universal, rigid enforcement of rules. What happens when children with emotional or intellectual differences are unable to fully understand or follow the rules?

☞ Sometimes situations arise when we give the problem "back" to the students and encourage them to take the long view on what to do. Exceptions are made in many of life's situations. It is a matter of talking out exceptions so that there is an understanding of why they are being made and how taking a different course with an individual will help him or her and the group in the long run. Students often come to an understanding —a consensus— that they can "go along with it"—that people need to be looked at as individuals as well as members of the group.

## CREATING AN ENVIRONMENT WHERE IT IS SAFE FOR STUDENTS TO EXPRESS THEMSELVES

In a classroom with a strong sense of community, taking risks is encouraged and making mistakes is interpreted as a natural stage in learning.

"Make your classroom a safe place in which to make mistakes. Share openly and often the matter-of-fact reality that everyone makes mistakes, that anyone who pretends not to is not being truthful, that mistakes provide us with feedback to learn from, and that you will not tolerate any ridicule of anyone who makes a mistake. Call attention to your own honest mistakes when they occur, and demonstrate self-acceptance as well as an openness to what mistakes can teach you"(Educators for Social Responsibility, 1984, p.11).

[2] *Skillstreaming the Adolescent: A Structured Learning Approach to Teaching Prosocial Skills* by A.P. Goldstein, R.P. Sprafkin, N.J. Gershaw & P. Klein, Champaign, IL: Research Press Co.

Teachers use a variety of approaches to make it clear to children that mistakes are to be expected:

☞ Students are actively taught that mistakes are not only O.K., but show that you are trying. Mistakes happen when people extend themselves to new territory. It's all part of learning and growing. Sometimes we joke with students, "Make your mistakes right now —so I can help you with it in time for the concert."

☞ We give examples of well-known people who made mistakes. When students make a mistake, we remind them of their past accomplishments in order to encourage them to try again.

In creating environments where mistakes are an "expected" stage in learning, this attitude is extended to adults:

☞ I admit my mistakes. The first day of school I tell the children clearly that I am not going to be perfect—that I'll make mistakes, and that I'll learn from them. From the beginning,they know it's okay.

☞ I share what is weak in me too.

Emphasis is placed on what to do when mistakes occur:

★ acknowledge,

★ listen,

★ learn from, and

★ prepare through practice in order to do better.

Taking this attitude about student expression will be particularly important in a classroom which is diverse. Children will be at different places in terms of their understanding. In order for all children to feel comfortable (including those who have less clarity of understanding, less background knowledge to draw from, or who learn in different ways or at different rates), the teacher's response to student expressions will be critical:

"You're getting close. You're getting the idea."

"Well that's an idea I hadn't thought of."

"I'm glad you said that. Thank you for your idea."

"That's an interesting answer."

☞ We always try to find something about a child's answer that could fit the question so that no answer is unacceptable.

☞ Listen. Ask open-ended questions. Let several children tell their answers to the same questions. Tell children they all have the right to their opinion. Praise all [attempts]—"good try" and so forth.

☞ We talk about the idea that everyone's input is important and valuable. We maintain this idea through talking about it on an ongoing basis and teaching it in a variety of ways.

Teachers can be gentle with errors by affirming a child's efforts, while giving clear feedback as to where the error in logic or calculation may have occurred. Teachers can also structure tasks in order to ensure that students are reinforced for their efforts:

☞ During Math, I have rewarded students with stickers for trying within a time period (e.g., get this worksheet/boardwork done in ten minutes). Then the students receive a second sticker for making corrections. I give them the second sticker for trying to make corrections. If I have misjudged their readiness to master a concept, I quickly lead them to the answer and restructure the next day's demands.

Students learn that for some questions there is no "right" or "wrong" answer. Teachers sometimes organize activities in which there is no predetermined way to proceed. Children are free to express themselves in whatever way they choose. They can't do it wrong. It is simply their own creation. Some teachers use journal writing as an outlet for expression:

☞ We make journal-writing a routine part of each day or week. This gives the child a confidential way to express feelings.

Journal entries may give teachers insight into how students feel about the diversity in the class:

☞ "I love to work with Steph! But I want to help her learn too. My mother says it's important not to treat her like a new toy, but to treat her as a person. I try to treat her as one of my friends. Do you think I treat her as a new toy? (Be truthful!) Stephanie means so much to me. I only want to do things that will be the best for her. Is there a 6th grade integrated classroom? If so, will Steph, Billy, Tanya, Shawn and Mike be in it? I really hope so."

In teaching children that it is safe to express themselves, teachers are models:

☞ Listen and show that you value the input of others; children will begin to show the same behavior. Every contribution is treated with respect. Teasing of students' attempts is not tolerated.

## CREATING AN ENVIRONMENT WHERE IT IS "OKAY" TO TALK ABOUT PROBLEMS

In classrooms with a strong sense of community, teachers and students talk about problems rather than pretending that they don't exist or simply punishing behaviors which arise from conflicts. Teachers create a climate where children know that talking is okay. This may occur one-to-one with teaching staff:

☞ One child was not doing her math assignment as requested by the teacher. When asked what the problem was, she asked "why do women have to change their names when they get married?" She was troubled by the prospect of her mother planning to change her last name upon remarriage. The problem was not "math" at all. In a classroom in which talking about conflicts is encouraged, the nature of learning problems or roadblocks can be uncovered, rather than obscured.

☞ We have children list their fears and share their worries (e.g., a bad report card, being sent to the office).

Talking about concerns can also occur in small groups or in large forums with the entire class:

☞ Time is set aside, at least once a week, to hold a classroom forum (some classes have daily "meetings"). This time is used as a sharing time during which students can freely express their ideas and feelings — without being "put-down." One good use of this forum is to evaluate "how we are doing as a class." For example, students can be involved in discussing ways to improve the classroom climate and provide more support to their peers. Clear expectations about listening, respecting others' viewpoints, taking turns, and communicating support and acceptance, are established and reinforced.

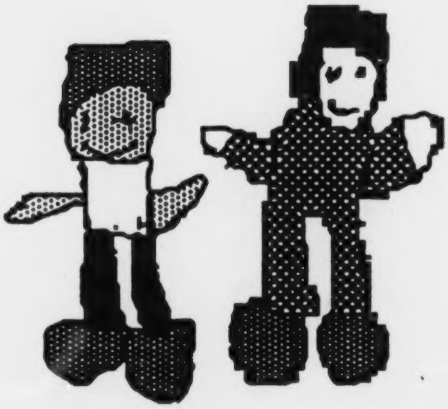
☞ If someone is not comfortable bringing something up, he or she can put it in the "questions and comments box" or tell the teacher privately. Teachers sometimes put questions in the box that they believe are on students' minds: "Why does Michael hit himself?" These can be used for clarifying situations, developing understanding, setting new directions, and bringing the class together.

☞ Save a few positive things that have occurred since the last meeting—so the meeting becomes both "problem-solving" and "affirming"—so it bonds us together—things such as "what have we done well?"

When students with different behaviors and ways of communicating are full members of classes, being able to talk about problems (while maintaining the dignity of the student) will be particularly important:

☞ Several children were upset with Lisa because she would stare at them. This topic was brought up during a class meeting. "Why do you think she stares?" When they realized that it was because she couldn't "ask" them to play, and that she was really interested in what they were doing—then they realized that it really was a positive thing. The one student who was most upset by this behavior was very supportive of her after this discussion—it turned around completely.

Some teachers are able to use the example of difficult behaviors as a way for teaching children how to better understand each other, and helping peers provide the support a student may need to be successful.



# Safe Schools

## SAFE SCHOOLS

"A single act of violence within a school has the potential to destroy any possibility of a safe and orderly environment" (Hill & Hill, 1994). For learning to take place, a safe and orderly environment is necessary. Hill and Hill (1994) have identified five essentials of school wellness necessary to create a safe school environment. These are:

- A sense of community must be created.
- Care and consideration must be extended to each person within the school environment.
- Substantive activities must be occurring within each classroom.
- School facilities must be maintained and tended.
- Parental and neighborhood ties must be developed. (p. 17)

Although these five essentials apply to all schools, each school setting will have unique needs which must be considered when creating an individual school "prescription" that will establish and maintain a safe climate (Hill & Hill, 1994).

Schools can take a number of proactive steps for developing safe school environments and ensuring the security of the school staff and students. General preventative school security measures recommended by the National School Safety Center include: 1) limiting grounds access during the school day; 2) developing a comprehensive crisis management plan; and 3) establishing a communications network that links classrooms, the schoolyard supervisors, and the central office with local law enforcement and fire departments (Harper, 1989).

The design and utilization of the school environment can promote school safety (Crowe, 1990). An assessment of the use of school space can reveal problem areas such as school grounds, parking lots, locker rooms, corridors, classrooms, and restrooms. Effective use of lighting, designation of gathering areas, location of restrooms, management of school supervision to maximize surveillance, and closing off unnecessary entrances are examples of successful strategies which can be used to increase school safety (Crowe, 1990).

Walker, Colvin, & Ramsey (in press) make 11 "Safe School" recommendations. These are:

- Regularly review Board of Education policies with school staff regarding pupil safety and protection and pupil discipline and staff responsibilities

- Discuss school crisis intervention plans with all staff and volunteers
- Set up a staff supervision assignment map of the school that focuses on entrances, exits and problem areas
- Enlist formal and informal student leaders, staff, and parents to communicate student behavior and dress code expectations
- Maintain a zero tolerance for weapons, threats, intimidation, fighting and other acts of violence
- Post signs requiring all visitors to sign in and out at the office and to obtain a visitor/volunteer button or I. D. card
- Train and encourage all staff to personally contact visitors and refer them to the office
- Minimize the number of unlocked entrances; post signs referring people to major unlocked entrances
- Involve volunteer or volunteer and staff teams to monitor entrances, exits and halls for students and visitors
- Require students to have a hall pass when moving about the school during class sessions
- Limit hall passes to an absolute minimum

*The School Safety Check Book* (1990) lists recommended strategies for developing and maintaining safe schools. Topics covered in the book include school climate and discipline, school attendance, personal safety, and school security.

*Containing Crisis--A Guide to Managing School Emergencies* (1990) discusses planning, preparation and response strategies for the management of school crises. The guide also includes sample school and district emergency plans.

Furlong, Morrison, & Clontz (1993) discuss eight essential principles of school safety planning that apply to all school environments. From these principles, educators can develop site-specific plans to create secure, peaceful campuses. This article entitled "Planning Principles for Safe Schools" has been reprinted in Appendix D.

## REFERENCES:

Crowe, T. D. (1990, Fall). Designing safer schools. *School Safety*, pp. 9 - 13.

Furlong, M., Morrison, R., & Clontz, D. (1993, Spring). Planning principles for safe schools, *School Safety*, pp. 23 - 27.

Harper, S. (1989). *School crisis prevention and response: NSSC Resource Paper*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Hill, M. S., & Hill, F. W. (1994). *Creating safe schools: What principals can do*. Thousand Oaks, CA: Corwin Press, Inc.

National School Safety Center. (1990). *School Safety Check Book*. Malibu, CA: Author, Pepperdine University.

Watson, R. S., Poda, J. H., Miller, C. T., Rice, E. S., & West, G. (1990). *Containing crisis: A guide to managing school emergencies*. Bloomington, IN: National Educational Service.

Walker, H., Colvin, G., & Ramsey, E. (in press). *Antisocial behavior in school: Strategies for practitioners*. Pacific Grove, CA: Brooks/Cole.

# Schools as Caring Communities

# SCHOOLS AS CARING COMMUNITIES

Students who are at risk for or who have emotional/behavioral disabilities often find themselves out of step with the traditional education system, which tends to focus on basic cognitive skills and is based upon competitive evaluation and extrinsic awards as incentives for learning (Solomon, et al., 1992). For these students, school life is often a series of contests where some students are winners and others are losers. Many students unfortunately experience failure from the start and lose self-assurance as they progress through the system, receiving negative evaluations for their academic and social performance. As schoolwork becomes more difficult, these students typically lose interest and motivation (Solomon, et al.).

An alternative to this traditional approach are schools which regard all students as valued members of a "caring community." These school strive to meet students' basic needs "for belonging to a supportive social group, for feeling competent, for being self-directing, and for obtaining clear guidance from adults" (Solomon, et al., 1992, p. 42). As these schools encourage "academic commitment, interpersonal concern, and social responsibility, they become more like supportive families to students and promote all aspects of children's development—intellectual, social, and moral" (Schaps & Solomon, 1990; Solomon, et al., 1992). Such schools believe that core social values such as justice, tolerance, concern and respect for others cannot be taught separately but must be a part of what a child sees and experiences in their daily lives in school.

Schools can meet students' basic needs and become more caring communities by:

- Giving students more self-direction and a more active voice in decision making under the assumption that "students are most likely to accept and uphold values and rules that they have been allowed and expected to direct many of their own activities"
- Providing opportunities for students to feel competent both academically and socially; choosing activities that are open-ended and allow a number of "correct" outcomes is one way to provide opportunities for success. The concept of caring communities is based on the belief that if students feel secure about their own competence, they are more likely to extend those feelings of concern to others;
- Promoting feelings of belonging through building a sense of social connectedness throughout the school;
- Staff members endorsing values such as concern and respect for one another, responsibility to the group, fairness, sensitivity to others' feelings, trustworthiness, and commitment to learning; helping students see the relevance and importance of these values in their daily activities, involving

them as "active participants and thinkers, not as passive recipients of indoctrination" (Solomon, et al., 1992, pp. 44 - 46).

## PROFILE OF A CARING COMMUNITY: THE CHILD DEVELOPMENT PROJECT

The Child Development Project is a school-wide elementary program which seeks to "create an ethos in which care and trust are emphasized above restrictions and threats, and where each person is asked to try to live up to the ideas of kindness, fairness and responsibility" (Solomon, et al., 1992, p. 51). The project "exemplifies an approach to education that makes optimistic assumptions about the motivations and capabilities of students, including their ability to contribute meaningfully to the school community, and their potential for benefiting from their participation in that community" (Solomon, et al., p. 57).

### Schoolwide Approach

All school community members, including students, teachers, principals, custodians, cafeteria workers, and playground supervisors, are involved in determining the values, norms, and rules of the school. Everyone has a part in deciding the kind of school he or she would like to have and working toward that ideal. The project is based on the assumption that students who see themselves as part of a caring community are "strongly motivated to abide by the norms of that community" (Solomon, et al., 1992, p. 58). When those norms include prosocial values and intrinsic motivation, these characteristics become apparent in students' attitudes and behavior.

The school staff works to establish close relationships with students in order to create an atmosphere of care and trust and encourage feelings of connection and commitment among students toward their school. Activities are planned that help students get to know one another as well as the many members who make us their school community. Students are involved in community tasks which allow them to help one another in such roles as tutors, buddies, or readers, assist staff members with various chores, and improve the school facility.

### Classroom Approach

Beginning in kindergarten, children and teachers decide together how to organize the classroom and handle behavior problems so as to reinforce values such as caring and helping others. Prosocial values are embedded in the regular classroom curriculum. CDP teachers foster prosocial development through strategies such as cooperative learning, developmental discipline, and a literature-based and values-oriented approach to reading instruction.

**Cooperative learning.** Through cooperative learning students learn the importance of "attending to others, supporting them, and negotiating compromises. Through discussion, explanation, and the resolution of disagreements among each other, children can often achieve a deeper understanding of a topic or activity than they would if working on it individually" (Solomon et al., 1992, pp. 47 - 48). Cooperative learning has proven effective for diverse groups of students, both academically and socially. It allows "opportunities for equal-status collaboration and interaction among students, for mutual explanation and helping, and for learning to better understand and empathize with one's classmates." Cooperative learning can also contribute to the development of a sense of community in the classroom as students working together learn to be concerned about each other. "They learn that they are interdependent and interconnected" (Solomon, et al., 1992, pp. 47 - 48). See the section of this document which addresses Cooperative Classrooms on pages 43 - 60.

**Developmental discipline.** "Developmental discipline is a classroom management approach that combines teacher warmth and supportiveness with the promotion of active student involvement in classroom governance, including participating in the development of classroom rules" (Solomon, et al., 1992, p. 48 - 49). Teachers work to create classrooms in which all members share common values and are concerned about the welfare of the entire class. "They share common assumptions and expectations about the importance of maintaining a supportive environment in the classroom," and the responsibility of each member to make meaningful contributions to the welfare of the group (Solomon et al., p. 48). Teachers avoid extrinsic incentives while they work to "enhance children's intrinsic motivation by emphasizing the inherent interest and importance of academic activities" (Solomon, et al., p. 48). Teachers take a "teaching" approach to solving problems or unacceptable behaviors, assisting students to try to determine the source of the problem, explore alternative solutions, and understand the possible effects of their misbehavior on others.

**Literature-based reading instruction.** The Child Development Project literature-based reading program goes beyond skill building to develop children's understanding of prosocial values and how those values are expressed in daily life. Selected pieces of literature help children "to empathize with people who are both like them and not like them and to see the commonalities that underlie diversity" (Solomon, et al., 1992, p. 48).

## Community Approach

The CDP also believes that "reaching out to the wider community helps children to develop responsibility and to see themselves as having both the desire and ability to help others" (Solomon et al., 1992, p. 53). Individual as well as class activities take students out into the community to help in a variety of ways. The program also fosters the hope that "the feelings of interpersonal concern that characterize a caring school community" will extend beyond the school itself. The program includes a number of school-wide activities to help students understand and empathize with others' individual differences such as age, cultural heritage, and abilities.

## Family Approach

The program also places a high value on parent awareness, participation and support for its academic and social goals. Family-related activities allow parents to take an active role in their children's education and help students to see "clear connections between school and home" (Solomon et al., 1992, p. 54). Teams of parents, in collaboration with school staff members, plan and carry out many of the school-wide activities associated with the program.

## Evaluation

Evaluations of the Child Development Project have supported the "optimistic assumptions about children" upon which the CDP philosophy is based. Specific findings include:

1) being in schools and classrooms that are caring communities can be beneficial for students of many backgrounds, with positive effects on social, ethical and academic development;

2) any school or classroom can become a caring community; the CDP program is one effective way to help such communities develop, but not the only possible way; and

3) the CDP program produces its best effects on students when it succeeds in creating caring communities in classrooms.

(Solomon et al, 1992, p. 58)

## BUILDING COMMUNITY IN TWO NEW YORK SCHOOLS

Two New York schools, Edward Smith and Salem Hyde, have developed strategies to "build community" in their schools. Their collective document *Building "Community" in Classroom and Schools* (1990) acknowledges that "creating community is not easy. . . . It means evaluating the classroom climate on a regular basis and making changes when a practice is not consistent with the goal of creating community" (p. 20).

Building "Community," the authors write, is a gradual process that moves in small steps toward the goal of "creating an environment which is a safe place for children, affirming of children, a place where cooperation is the norm, a place where all children are included and are active participants in the life of the school" (p 20).

Building "Community" involves creating caring classrooms which are:

- Safe places: Caring classrooms are places where students feel safe both physically and psychologically. Feeling psychologically safe means that students feel they "belong"–that they can express themselves and take risks without fear that their ideas or errors will be ridiculed by classmates.

- Cooperative environments: Cooperative environments are places where children work together and assist each other, concerned about others' success as well as their own. Students learn they need not measure themselves against each other in order to feel a sense of achievement.

- Affirming environments: A caring community accepts its members and celebrates the diversity of its members. Students in this kind of classroom feel valued for who they are, as well as what they do. They feel they are part of a caring environment in which they can discover and share their feelings and be appreciated for their unique qualities as well as those they have in common with others.

- Places which teach active participation and responsibility: In these classrooms students are given an active voice in making decisions which reflect their individual preferences as well as the needs of their classmates. Being afforded the opportunity to make choices, students develop feelings of self esteem and efficacy. As students also develop a sense social responsibility, they learn there are ways to solve many problems. In addition to participating in decision-making, students are given positions of responsibility in the class that contribute to the well-being of the group.

## REFERENCES:

Davern, L., Marusa, J., & Quick, D. (Eds.). (1990) *Building "community" in classrooms and schools.* Syracuse: Inclusive Education Project.

Schaps, E., & Solomon, D. (1990, November). Schools and classrooms as caring communities. *Educational Leadership*, pp. 38 - 42.

Solomon, D., Schaps, E., Watson, M., & Battistich, V. (1992). Creating caring school and classroom communities for all students. In Villa, R. A., Thousand, J. S., Stainback, W., and Stainback, S. (Eds.), *Restructuring for caring and effective education* (pp. 41 - 60). Baltimore: Paul H. Brookes.

## RECOMMENDED READING:

Falvey, M. A., Coots, J. J., & Bishop, K. D. (1990). Developing a caring community to support volunteer programs. In Stainback, W., & Stainback, S. (Eds.), *Support networks for inclusive schooling: Interdependent integrated education* (pp. 231 - 239). Baltimore: Paul H. Brookes.

Kohn, A. (1991, March). Caring kids: The role of the schools. *Phi Delta Kappan*, 72 (7), 496 - 506.

Sapon-Shevin, M. (1990). Initial steps for developing a caring school. In Stainback, W., & Stainback, S. (Eds.), *Support networks for inclusive schooling: Interdependent integrated education* (pp. 241 - 248). Baltimore: Paul H. Brookes.

# Schoolwide Discipline

# SCHOOL-WIDE DISCIPLINE PLANS

As increasing numbers of students with problem behaviors are being educated in general education environments, serious problems are surfacing. Traditional disciplinary models based upon reactive, punitive, exclusionary practices are of questionable value in today's school environment. Alternative models of school-wide discipline and classroom management plans are being developed which are more effective with a broader range of student needs, especially those with learning and social behavior difficulties. These approaches address student behavior in a positive, proactive, and instructional manner to create a positive environment for learning. Included in this section is information about school-wide discipline and classroom management plans which take a preventive approach to supporting positive behaviors.

## *SCHOOL-WIDE DISCIPLINE PLANS*

Walker, Colvin, and Ramsey (in press) identify seven practices outlined here that have been validated by research with the "strong recommendation" that they should comprise the cornerstone of school-wide discipline plans.

- School discipline is considered an instrument with a primary purpose to enable effective instruction and learning to take place smoothly;
- Positive, constructive problem-solving approaches that support prevention goals are preferable to more traditional punitive or reactive approaches that focus on controlling student behavior;
- The school principal takes a highly visible and supportive role in making the school-wide discipline plan work;
- All school staff are actively involved and committed in developing, implementing, and maintaining an effective school-wide discipline plan in order to establish a consistent, predictable school environment;
- The school staff engages in effective teacher change practices based upon teacher efficacy and collegiality;
- Staff expectations for both social behavior and learning are high;
- There is clear communication between the school administration and staff regarding behavior management responsibilities;

- The school climate is not only safe and orderly but warm, supportive, and friendly as well;

- Interdisciplinary cooperation and collaboration among staff, students, parents, and community social service agencies is encouraged as school-wide discipline plans are planned, developed, implemented, and revised.

Walker, Colvin, & Ramsey (in press) recommend nine steps to designing an effective school-wide discipline plan. Recognizing that schools vary considerably in size, budgets, demographics, and other factors, they recommend each school or district adapt the procedures outlined below to meet their individual needs.

## DESIGNING A SCHOOL-WIDE DISCIPLINE PLAN

### *Step 1: Establish basic approach for managing problem behavior*

The authors recommend an "instructional approach" for establishing a school-wide discipline plan that is based upon a common set of values. The same steps used to teach academic skills are applied to the teaching of appropriate behaviors.

### *Step 2: Identify school mission statement*

The school mission statement captures the "broad-based direction and values of the school building" (Sprick, Sprick, & Garrison, 1992). The mission statement "should give meaning and direction to the school-wide discipline plan."

### *Step 3: Identify school goals*

Each school should develop school-wide goals that reflect its mission. The authors recommend limiting the number of goal statements to three or four. Examples might be: "To provide a safe and orderly environment for learning," and "To cooperate with others" (Charles, 1989).

### *Step 4: Specify expected behaviors for each goal*

"Each goal needs to be analyzed and defined in terms of expected student behaviors. The student behaviors selected should be stated in positive and observable terms. Positive and negative examples should be identified for each goal" (Walker, Colvin, & Ramsey, in press).

### *Step 5: Identify school settings where expected behaviors are to be taught and demonstrated*

In identifying settings where expected behaviors are to be taught and demonstrated, the authors recommend these guidelines:

- Describe all target settings in observable and unambiguous terms;
- Provide clear descriptions of expected behaviors and target settings;
- Identify settings where problem behaviors occur more frequently;
- Identify settings where supervision may be a potential problem; and
- Identify settings where safety may be a potential problem.

*Step 6: Develop an instructional plan to teach the expected behavior*

The instructional approach to teaching expected behaviors assumes that the most effective method to establish appropriate behavior on a school-wide basis is to "teach it systematically and directly" (Colvin & Sugai, 1992; Sugai, Kameenui, & Colvin, 1990). The authors recommend a five-part behavioral lesson plan which includes:

Part 1: Explain the goals and expected behaviors.
Part 2: Identify positive and negative examples of expected behaviors.
Part 3: Provide structured opportunities to practice expected behaviors.
Part 4: Provide timely reminders and pre-correction.
Part 5: Strongly acknowledge demonstrations of expected behaviors.

*Step 7: Develop procedures to correct inappropriate behavior*

Instead of disciplinary actions which are traditionally punitive in nature, the instructional model involves the application of non-punitive correction procedures which can be used to manage problem behavior in a proactive and positive manner (Colvin, Kameenui, & Sugai, 1993). This four-part plan includes:

Part 1: Define and categorize inappropriate behavior (i.e., illegal behaviors, serious school violations, or minor school infractions)
Part 2: Establish a continuum of strategies to manage each category of behavior
Part 3: Provide an individual assistance plan for students who display chronic problem behavior
Part 4: Develop a dissemination plan.

*Step 8: Develop a record keeping system*

"A record keeping system helps to a) ensure that the school-wide plan is being implemented on a planned basis, b) frequently remind staff of the plan and its effectiveness, and c) provide information on whether the plan is accomplishing its overall goals" (Walker, Colvin, & Ramsey, in press).

### *Step 9: Develop review, follow-up, and evaluation procedures*

A school-wide discipline plan must include specific procedures for continued implementation, revision, and evaluation. Even the most well-designed discipline plan may fail if not implemented well. The steps involved in implementation (Walker & Colvin, in press) include:

- Establish commitment from all staff to work on improving the plan;
- Establish building team and operating procedures;
- Assess existing school-wide discipline plan;
- Develop or revise manual as appropriate;
- Design and implement staff development plan; and
- Develop monitoring, feedback, and review system.

*Procedures for Establishing a Proactive School-Wide Discipline Plan* (Colvin, 1994) has been reproduced on pages 317 - 346 of Appendix E.

We profile two school-wide discipline models here—Project PREPARE and the Comprehensive Classroom Management Guide—which incorporate many of these principles.

## PROJECT PREPARE

Project PREPARE (Proactive, Responsive, Empirical, and Proactive Alternatives to Regular Education) is a school-wide behavior management model that is based on design of instruction principles and effective staff development procedures. Developers of the model maintain that traditional models of discipline have largely failed because of their failure to consider staff development issues and their restrictive, reactive approach to discipline problems (Colvin, Kameenui, & Sugai, 1993, p. 6). They offer as an alternative model based on positive, preventative, and problem solving approaches that can be "a) implemented by all staff, b) result in reduced problem behavior in general education, and c) meet the needs of all students, including those with behavior disorders" (Colvin, p. 8).

Although students with emotional/behavioral disorders may represent only a small segment of the school-age population, they "serve as a compelling barometer of how effectively school goals are being achieved and students are being served" (Colvin, Kameenui, & Sugai, 1993, p. 5).

The Project PREPARE model is a "prevention-focused, instructional-based behavior management model" (Colvin, Kameenui, & Sugai, 1993, p. 8). In traditional classrooms, academic problems are "remediated" by applying instructional principles while social behaviors are "punished" by applying negative consequences (Colvin, Kameenui, & Sugai, 1993, p. 9). It is assumed that students know how to behave appropriately and will respond to the threat of punishment. The Project PREPARE model assumes students need to learn social skills and teaches students to behave appropriately by using the same instructional principles commonly used to teach academic subjects.

This instructional plan for teaching appropriate social behaviors to students includes teaching objectives, explanation of procedures, practice activities, prompts, reinforcement, feedback, and monitoring.

Another component of Project PREPARE is the use of a school-based Teacher-of-Teachers (TOT) model of staff development that is designed to integrate preservice teachers with experienced teachers. Staff training is provided on an ongoing basis, with more experienced teachers mentoring less-experienced ones. Staff commitment and collegiality are considered vital to the success of the school-wide discipline plan.

## COMPREHENSIVE CLASSROOM MANAGEMENT SYSTEM

Ohio's Classroom Management Task Force has developed a Comprehensive Classroom Management System Planning Guide that provides a framework to guide and support the development and implementation of positive classroom management strategies for all students. This approach "emphasizes using classroom management strategies as educational tools for the systematic teaching and reinforcement of expected student behaviors" (Ohio, 1993, p. 5). The Task Force envisions a comprehensive classroom management system as part of a continuous quality improvement model for schools. Further, the Task Force believes that advocating an educational approach to classroom management can encourage changes at the building and classroom level that include:

- The identification of student responsibilities and standards of expected behavior.
- The systematic teaching of responsible behavior infused throughout the curriculum in every classroom at every level.
- A collegial approach used by educational personnel (e.g., building-level teams, committees) to address problematic behavior of students and assist in the development, implementation, monitoring, and evaluation of classroom management strategies.
- The use of proactive classroom management strategies to assure constructive changes in behavior.
- The consideration of the educational benefits of intervention, the safety and self-esteem of students and staff, and the individual differences of

students in the selection and implementation of classroom management strategies.

- The development and use of best practices that encourage and train staff to teach students effective, appropriate social interaction and communication skills.
- Increased opportunities for the involvement of parents and the community in the identification, instruction, and reinforcement of appropriate student behaviors. (Ohio, p. 5)

The Ohio Classroom Management Task Force has identified seven critical components for designing a comprehensive classroom management system. These are:

### 1) School Mission

A school mission is a short, written statement that sets the direction for the routine activities of the school. An effective mission statement is one that provides for input from the total school community. It should be a concise, usable statement that is visible and understood by everyone associated with the school. All activities of the school, including classroom management, must flow from the school mission statement.

### 2) Climate

A positive school climate conveys clearly to anyone who enters that this school community is for students and learning. It is the foundation of a successful classroom management system that is both proactive in nature and conducive to the development of positive behaviors in students and staff. It promotes community involvement, student and staff attendance, a desire to learn, reward for achievement, collaboration, respect, and dignity.

### 3) Standard Procedures

Standard procedures operationalize district policy, the school discipline code, and the school mission. They reflect staff beliefs on discipline and provide a consistent framework for implementing a comprehensive classroom management system. Building procedures establish clear expectations and standards for student and staff behavior, provide guidance to staff on implementing classroom management strategies, and establish a basis of accountability among students, staff, parents and the community regarding behavior.

### 4) Instructional Design

Instructional design supports the classroom management system through modification of instructional techniques to address the social and academic learning needs of diverse students. The instructional design is based on assessment, uses effective behavior learning principles and program strategies, and involves learners in social responsibility and self-discipline.

### 5) Staff Development

Staff development activities directly support the skills needed to implement an effective classroom management system. Staff development activities are ongoing and provide adequate opportunity to practice new skills and receive feedback and support from colleagues, consultants, and/or administrators.

### 6) Support Systems

Support systems include human, material, and fiscal resources necessary to implement a comprehensive classroom management system. They are accessible to all members of the school community. Support systems ensure that the school community is safe and confident in carrying out the mission of a comprehensive classroom management system.

### 7) School Community Awareness and Involvement

School community awareness and involvement means that the school community is systematically informed and actively participates in the development, implementation, and evaluation of the comprehensive classroom management system at the building level. The school community includes students, parents, staff, business, agency, and organizational representation (pp. 9 - 10).

Additional components may need to be added, depending upon each school community's individual needs.

Steps to developing a Comprehensive Classroom Management System are diagrammed and explained on pages 355 - 373 of Appendix E.

## *EVALUATION OF SCHOOL-WIDE DISCIPLINE PLANS*

To assess the effectiveness of a school-wide discipline plan, Jones (1993) poses five key questions:

1) Does the plan treat students with dignity?

2) Does your response to inappropriate social behavior include an educational component, i.e., does it teach students new skills?

3) Does your program require and support an environmental analysis?

4) Is the response to rule violations clear to everyone?

5) Is there a sequential response to rule violation?

## POSITIVE ENVIRONMENT CHECKLIST

The Positive Environment Checklist (PEC), reprinted on pages 383 - 386 of Appendix E, can be used as part of a proactive, preventive approach to minimize problem behaviors (Wright, Gurman, & The California Association of School Psychologists/Diagnostic Center, 1994). The checklist is intended as an assessment tool to evaluate settings where individuals with severe disabilities live, work and go to school to determine if those environments promote and maintain positive, adaptive behaviors. The checklist includes five sections—Physical Setting, Social Setting, Activities and Instruction, Scheduling and Predictability, and Communication—with three response options for each area of evaluation.

## DISCIPLINE CONTEXT INVENTORY

The Discipline Context Inventory (National School Safety Center, 1990) reprinted on pages 389 - 398 of Appendix E may be used as a working guide for school staff, students and parents to analyze the school's discipline program and identify problem areas in need of improvement. The eight areas covered by the inventory include: Directions, Distribution of Authority and Status, Student Belongingness, Procedures for Developing and Implementing Rules, Curriculum and Instructional Practices, Processes for Dealing with Personal Problems, Relationships with Parents and Other Community Members, and Physical Environment.

## ROSE HILL BEHAVIOR STANDARDS

Excerpts from the *Rose Hill Behavior Standards Handbook* which define the Colorado elementary school's belief statement about discipline, students' rights and responsibilities, and expectations for behavior have been reprinted of pages 349 - 352 of Appendix E.

## GOOD BEHAVIOR POOL

The Good Behavior Pool is a positive, school-wide strategy to promote appropriate behavior (Jenson, Andrews, & Reavis, 1993). Students are sent to the principal's office for exhibiting GOOD behavior and are given a chance to win an award. A description of the program has been reprinted on page 401 of Appendix E.

## REFERENCES:

Charles, C. M. (1989). *Building classroom discipline: From models to practice.* (3rd ed.). New York: Longman.

Colvin, G., & Sugai, G. (1991). School-wide discipline: A behavior instruction approach. In J. Marr & G. Tindal (Eds.), *The Oregon Conference monograph 1992* (pp. 41 - 45). Eugene, OR: University of Oregon.

Colvin, G., Kameenui, E. J., & Sugai, G. (1993). *Reconceptualizing behavior management and school-wide discipline in general education.* Eugene: University of Oregon.

Colvin, G. (1994). *Procedures for establishing a proactive school-wide discipline plan.* Eugene, OR: College of Education.

Jenson, W. R., Andrews, D., & Reavis, K. (1993, Winter). Good behavior pool: A positive, whole-school discipline program. *The Best Times*, p. 3.

Jones, V. (1993). Assessing your classroom and school-wide student management plan. *Beyond Behavior,* 4 (3), 9 - 12.

National School Safety Center. (1990). Assessment Survey-B. The Discipline Context Inventory. In *School Safety Check Book* (pp. 45 - 54). Malibu, CA: Pepperdine University.

Ohio Classroom Management Task Force. (1993). *Strategies for developing a comprehensive classroom management system: A planning guide (DRAFT).* Columbus: Author.

Rose Hill Elementary School. (1994). *Rose Hill behavior standards handbook.* Commerce City, CO: Author.

Sprick, R., Sprick, M., & Garrison, M. (1992). *Foundations: Developing positive school-wide discipline policies.* Longmont, CO: Sopris West.

Walker, H., Colvin, G., & Ramsey, E. (in press). *Antisocial behavior in school: Strategies for practitioners*. Pacific Grove, CA: Brooks/Cole.

Wright, D. B., Gurman, H. B., & the California Association of School Psychologists/ Diagnostic Center Positive Intervention Task Force. (1994). *Positive intervention for serious behavior problems*. Sacramento: Resources in Special Education.

# Screening

## SCREENING

Establishing screening systems that detect signs of future personal and social problems is an important first step in developing a comprehensive prevention program. It is useful to think of screening academic and social areas as analogous to vision and hearing screening. The screening process is designed to be quick yet valid. All students should be screened each year within the first month of school or within 30 calendar days of entering school. More in-depth assessment procedures are reserved for students already demonstrating significant behavior problems. These assessments may lead to a recommendation for specially designed instruction.

Below are the recommended criteria to follow in selecting or designing a screening process:

1. technically adequate (i.e., valid, reliable);
2. can be reliably administered by teachers, aides or parents;
3. is proactive (i.e., detects signs of future problems) vs. reactive (referral occurs because a problem already exists);
4. cost-effective (time and expense);
5. ratings and observations made in terms of interactions in natural environments.

The remainder of this section summarizes screening systems for various age levels that follow these criteria.

### INFANT/CHILD MONITORING QUESTIONNAIRES

### (AGES BIRTH TO 4 YEARS)

The Infant/Child Monitoring Questionnaires (1993) are a generic screening system using parent questionnaires for infants and young children. One of the five sections addresses social/personal behavior. The other four sections include: gross motor, fine motor, communication and adaptive development.

The screening questionnaires are based on the rationale that parents are a vital source of information about their children's development and play a crucial role in identifying mild delays or problems that have late or gradual onset.

> The Infant/Child Monitoring Questionnaires are eight questionnaires designed to be completed by parents at approximately four-month intervals. Parents receive the questionnaires in the mail when their child is 4, 8, 12, 16, 20, 24, 30, 36 and 48 months of age.

The questionnaires are in a pre-stamped, mail-back format. Each questionnaire contains 30 questions about the child's current level of functioning. The wording of the questionnaire items is simple and straightforward, and many items include small illustrations to assist parents in assessing their child's behavior.

When the questionnaires are returned, they are scored to determine if the child's development is proceeding normally. Parents receive feedback on their child's development through a phone call or letter. Any concerns about a child's development are discussed with the parent, and a referral is made if necessary.

The infant/child monitoring questionnaires are designed to 1) identify infants/children who require more in-depth assessment and 2) identify infants/children who will outgrow their difficulties without intervention.

(Above description and questionnaires information brochure from Squires, J., Bricker, D., & Potter, L. (1993). *Infant/Child Monitoring Questionnaires Procedures Manual*, Eugene, OR: Center on Human Development, University of Oregon.

Authors: Squires, J., Bricker, D., & Potter, L.

Contents: Procedures Manual and Questionnaires: $40.00

Available from:

University of Oregon (CHD)
Infant Monitoring Project
5253 University of Oregon
Eugene, OR 97403-5253
Attn: Liz Twombly
(503) 346-0807

# THE EARLY SCREENING PROJECT

## (AGES 3 - 5)

The Early Screening Project (ESP) is an adaptation of the Systematic Screening for Behavior Disorders (which is discussed below) for preschool children ages 3 - 5. The ESP involves a three-stage process. The concept is to only invest significant screening time with those students who are exhibiting or are at-risk of exhibiting the more severe unacceptable behavior.

In Stage One teachers rank order students on a listing of "externalizing" (e.g., acting out) and "internalizing" (e.g., withdrawn) behaviors. The three highest ranked students for each area pass on to Stage Two. In Stage Two the teacher completes a behavior checklist consisting of four measures relating to the student's type and frequency of behavior.

Only students whose behavior falls outside normative guidelines for Stage 2 pass on to Stage 3. In Stage 3 parents are asked to fill out a parent questionnaire and trained observers make two 40 minute observations of student behavior during structured instructional time in the classroom and during unstructured time in both the classroom and playground. Students whose behavior falls outside normative guidelines may be recommended for classroom interventions or referred for a multidisciplinary evaluation. Figure 1 provides a schematic of the ESP process.

(Descriptions from: Feil, E., Severson, H., & Walker, H. (1994). Early screening project (ESP): Identifying preschool children with adjustment problems. The *Oregon Conference Monograph 1994*, College of Education, University of Oregon.)

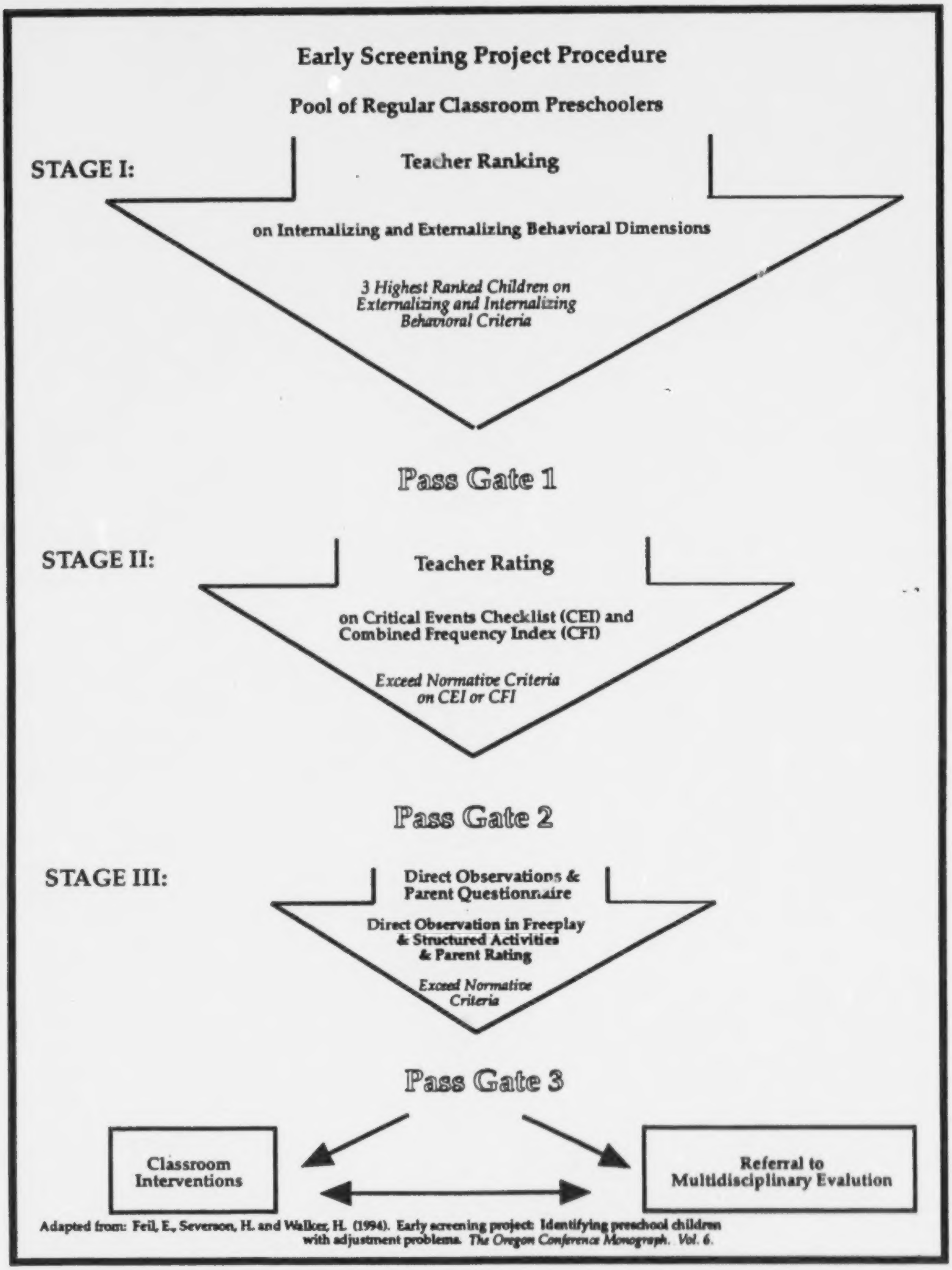
Authors: Walker, H., Severson, H., & Feil, E.

Contents: Manual, video tapes, screening forms, stopwatch.

Available from:
Sopris West
1140 Boston Ave.
Longmont, CO 80501

Date published: 1994

Figure 1


Early Screening Project Procedure
Pool of Regular Classroom Preschoolers
STAGE I:
Teacher Ranking
on Internalizing and Externalizing Behavioral Dimensions
3 Highest Ranked Children on Externalizing and Internalizing Behavioral Criteria
Pass Gate 1
STAGE II:
Teacher Rating
on Critical Events Checklist (CEI) and Combined Frequency Index (CFI)
Exceed Normative Criteria on CEI or CFI
Pass Gate 2
STAGE III:
Direct Observations & Parent Questionnaire
Direct Observation in Freeplay & Structured Activities & Parent Rating
Exceed Normative Criteria
Pass Gate 3
Classroom Interventions
Referral to Multidisciplinary Evalution

Adapted from: Feil, E., Severson, H. and Walker, H. (1994). Early screening project: Identifying preschool children with adjustment problems. *The Oregon Conference Monograph. Vol. 6.*

# SYSTEMATIC SCREENING FOR BEHAVIOR DISORDERS
## (AGES 6 - 12)

The Systematic Screening for Behavior Disorders (SSBD) is a three stage screening system designed for elementary-aged students. In Stage One teachers rank order students on a listing of "externalizing" (e.g., acting out) and "internalizing" (e.g., withdrawn) behaviors. The five highest ranked students per classroom for each area pass on to Stage Two.

In Stage Two the teacher completes behavior checklists and adaptive behavior scales, relating to the student's specific behavior patterns. Only students whose behavior falls outside normative guidelines for Stage 2 pass on to Stage 3.

In Stage 3 trained observers (other than the classroom teacher) make two 15-minute observations of student behavior in instructional and playground settings. Students whose behavior falls outside normative guidelines for age and gender may be recommended for classroom interventions or referred for a multidisciplinary evaluation. (Note: Research with the SSBD suggests that approximately one in 60 pupils is referred for evaluation.)

(description from: Feil, E., Severson, H. & Walker, H. (1994). Early screening project (ESP): Identifying preschool children with adjustment problems. In J. Marr & G. Tindal (Eds.), *The Oregon Conference Monograph 1994*, College of Education, University of Oregon;, and Nelson, C. M., & Phillips, V. (1992). Media Review of "Systematic Screening for Behavior Disorders." *Behavioral Disorders, 17*(2). 157-159.)

Authors: Walker, H., & Severson, H.

Contents: Manual, training videotape, screening forms for 25 classrooms - $195

Available from:
Sopris West
1140 Boston Ave.
Longmont, CO 80501

Date published: 1990.

# CONNERS RATING SCALES - REVISED
## (AGES 3-17)

The Conners Rating Scale - Revised contains both a parent and teacher rating scale. The parent scale (CPRS-T) consists of 48 items designed to detect learning, psychosomatic, hyperactivity and anxiety problems. The teacher scale (CTRS-T) includes 28 items and focuses on detecting conduct problems, hyperactivity and inattentive - passive problems.

"The CTRS-R appears most useful as a quick screening measure for conduct problems and hyperactivity, but not especially useful for evaluating internalizing, neurotic, depressive, and anxious symptoms" (Barkeley, 1990).

Each rating scale requires 5-10 minutes to administer which makes them feasible for screening purposes.

An abbreviated version of the CTRS-R is entitled the Conners Abbreviated Symptom Questionnaires (ASQ). The ASQ formats contain only 10 items which are viewed as particularly helpful in identifying hyperactive children. Both the parent and teacher ASQ require 3-5 minutes to administer. This shorter amount of time makes them most efficient for screening.

Authors: Goyette, C., Conners, K., & Ulrich, R.

Contents: manual, rating scales, scoring software

Available from:
Department of Psychiatry
Duke University Medical Center
Durham, N.C. 27710

Date published: 1978

# CHILD BEHAVIOR CHECKLIST
## (AGES 4-16)

The Child Behavior Checklist (CBCL) includes: a parent rating scale, a teacher rating scale, a youth self-report form and a direct observation form.

The Parent Rating Scale contains 138 items which are grouped into a Social Competence scale (20 items) and a Behavior Problems scale (118 items). Social Competence and Behavior Problem profiles are created by gender and age of child around the following factors: (1) anxiety, (2) depression, (3) uncommunicative, (4) obsessive - compulsiveness, (5) somatic problems, (6) social withdrawal, (7) hyperactivity, (8) aggression, (9) delinquency, (10) immaturity, and (11) sexual problems.

The Teacher Rating Scale is similar in format and item content to the Parent Rating Scale. The major distinction is that "in place of the Social Competence scale on the parent form, an Adaptive Functioning Scale has been developed, reflecting the child's work habits, level of academic performance, degree of teacher familiarity with the child, and general happiness of the child" (Barkley, 1990).

The CBCL has been well researched and has a good reputation in the field. However, because it takes 15-20 minutes per student per rating scale, it moves closer to an assessment system than a screening system.

Authors: Acherbach, T.

Contents: manual, forms, scoring software

Available from:
Department of Psychiatry
University of Vermont
Burlington, VT 05401

Date published: 1991, Parent Rating Scale
1991, Teacher Rating Scale

## REFERENCES:

Barkley, R. (1990). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment*, New York: The Guilford Press.

Feil, E., Severson, H., & Walker, H. (1994). Early screening project (ESP): Identifying preschool children with adjustment problems. In J. Marr & G. Tindal (Eds.), *The Oregon Conference monograph 1994* (pp. 177 - 183). Eugene: College of Education, University of Oregon.

Nelson, C. M., & Phillips, V. (1992). Media Review of "Systematic Screening for Behavior Disorders." *Behavioral Disorders*, 17(2). 157-159.)

Squires, J., Bricker, D., & Potter, L. (1993). *Infant/Child Monitoring Questionnaires Procedures Manual*, Eugene, OR: Center on Human Development, University of Oregon.

# Sports/Recreation Programs

# SPORTS/RECREATION STRATEGIES

Sports, recreation, and fitness programs offer youth positive alternatives to violence and gang involvement. One of the most successful programs profiled here is the Midnight Basketball program currently operating in 22 cities nationwide. During prime late night hours for violent activities, youth participating in this program are shooting hoops and learning ways to build their futures. Other programs profiled here include the Youth Fitness Program in Carson City, NV, Seattle's Late Night Recreation Program, and The LPGA Junior Golf program available to youth in Portland, OR and Los Angeles, CA.

## *YOUTH FITNESS PREVENTION PROGRAM*

The Youth Fitness Prevention Program in Carson City, NV is based on the premise that when youth are shown how their bodies can respond to positive physical and mental activity, they feel better about themselves and avoid unhealthy behaviors. This program fills unsupervised, after-school time for youth ages 10 through 19 who show symptoms of poor self-esteem. Referrals are made by juvenile probation, school counselors, and other youth-serving agencies. The program is an extension of collaborative efforts to meet the needs of this student population by the Community Counseling Center, the Juvenile Detention Facility, and the Community Recreation Center. Funding is provided by the Nevada Bureau of Alcohol and Drug Abuse Drug-Free Schools, Rural Community Program. A planning committee representing counselors, parents, teachers, and community agency personnel oversees the program, which began in 1990.

The program has negotiated a contract with a local fitness center which allows each individual participating in the program to work on a personalized body-conditioning program. Program staff work closely with each student to develop an individual plan based on individual interests and available resources. In addition to the fitness program, students also participate in dance classes at the community center, go-cart racing at a local track, and snow skiing through the city parks and recreation department. Additionally, many youth participate in school-based student support groups facilitated by the Community Counseling Center.

According to program information, the Youth Fitness Prevention Program has helped at-risk students to develop more positive attitudes, which are reflected in improved school work and more positive choices of peer groups. Data collected by the project indicate these students are attending school more and have less contact with police (Personalized Plans, 1993).

CONTACT:
Mary Jenkins, Director
Community Counseling Center
625 Farview, Suite 116
Carson City, NV 89701
(702) 882-3945

## LATE NIGHT RECREATION PROGRAM

The Seattle Department of Parks and Recreation offers a late night weekend recreation program for youth ages 17 - 21 who are prime targets for gang involvement and other criminal activities. The Late Night Recreation Program serves up to 100 youth per night in seven community center sites. Development of the program is considered a proactive strategy to target youth most prone to violent behavior. According to literature provided by the program, goals of the Late Night Recreation Program include saving lives of youth, providing positive alternatives to drugs, gangs, and other undesirable activities, and granting opportunities for success.

The Late Night Program offers both informal and formal activities from 10 p.m. to 1 a.m. on Friday nights and 8 p.m. to 1 a.m. on Saturday nights. The program provides:

- Educational services such as tutoring, computer and teen parenting programs;
- Inter-cultural activities such as basketball, football, gymnastics, and other sports;
- People who care and listen; and
- A positive alternative to life on the street.

Recreation opportunities for participating youth include a sports league, late night teen talk show, movies, dances, live entertainment, arts and crafts, cooking, snacks, socializing, music development, talent shows, concerts, swimming, bowling, roller skating, volleyball, weight lifting, ping-pong, camping trips, and basketball.

A senior recreation specialist organizes the Late Night Program. Two recreation leaders and two recreation attendants staff the program at each center. Volunteers also help staff the program.

CONTACT:
Reco Bembry
Seattle Department of Parks and Recreation
100 Dexter Avenue North
Seattle, WA 98109-5199
(206) 684-7136

## MIDNIGHT BASKETBALL

A program that has been highly successful as well as immensely popular for high risk youth is the Midnight Basketball League, which seeks to keep inner-city youth off the streets during peak hours of crime-related activities. Beginning in 1986 in Maryland, Midnight Basketball has now spread nationwide. In order to be eligible to play in games scheduled between the hours of 10 p.m. and 2 a.m., young men ages 18 to 25, many of whom have dropped out of school, must attend workshops which cover such topics as job training, employment opportunities, AIDS, education, and cultural heritage. Weekly support programs are also offered to provide counseling, employment guidance, educational services, and follow-up assessments (Shelley, 1993, p. A19).

In Chicago the Midnight League has two seasons covering most of the year; team members have weekly practices, a regular season schedule, a championship playoff series, an all-star game, plus a black-tie awards dinner. Players and fans at Midnight Leagues are not allowed to wear baseball caps that identify them as gang members, smoke or fight. City police are present at all games. Gil Walker, commissioner of the Midnight League's Chicago program, admits he's never seen any program as popular as Midnight Basketball, even among gang members. "We've hit on something here that will make these guys lay down their guns and play in the gym," he says (Bessone, 1991, p. 18).

In Portland, OR the Midnight Basketball League has been ongoing since 1992. Coordinated by the local YMCA, the program added a girls' league to the existing boys' league in 1993. Girls' and boys' games are played on different weekend nights but the programs operate very similarly (Vader, 1993).

The Goals 2000 legislation passed by the United States Congress in April of 1994 includes $2.7 million authorized for the Department of Housing and Urban Development to make grants to nonprofit agencies to assist in carrying out Midnight Basketball League programs.

## LPGA JUNIOR GOLF: TODAY AND BEYOND

Originated in 1989 in Los Angeles by the Ladies Professional Golf Association (LPGA), the Today and Beyond program gives youth a chance to play a sport they might otherwise not be able to experience. During the summer of 1993 the program expanded to Portland, Oregon. The program provides free golf lessons, golf equipment, and access to golf courses for children and youth ages seven through 17. In addition to introducing children and youth to the sport of golf, the program also encourages them to avoid alcohol and other drugs and not to become involved in gang activities. Today and Beyond is administered by two full-time staff members and more than 200 volunteers and corporate contributors.

Each youth participates in weekly instruction provided by LPGA instructors for 6-10 week increments. Participants progress according to their skills and may compete in regional and national competitions. Involvement of volunteers, community support, and corporate sponsorship have combined to help the program continue to grow. Since 1989 more than 1,400 children have participated in the program, and 80 percent return from year to year (Beckoned by the greens, 1993).

Contact:
Andree Martin, Director
LPGA Junior Golf Program
820 Thompson Ave., No. 3
Glendale, CA 91201
(818) 502-1311

Marti Loeb, Portland Director
LPGA Junior Golf Program
6775 S. W. 111 Street, Suite 260
Beaverton, OR 97005
(503) 520-8617

## REFERENCES:

Beckoned by the greens, not the gang. (1993). In V. Ertle (Ed.), *Sharing your success III*. (pp. 12 - 13). Portland: Northwest Regional Educational Laboratory.

Bessone, L. T. (1991, Dec. 2). Welcome to night court, *Sports Illustrated,* pp. 18 - 19.

Personalized plans for self-esteem. (1993). In V. Ertle (Ed.), *Sharing your success III* (pp. 18 - 19). Portland: Northwest Regional Educational Laboratory.

Shelley, K. (1993, Aug. 17). Thumbs up for basketball, *San Francisco Chronicle,* p. A19.

Vader, J. E. (1993, Feb. 11). Midnight Basketball still helps kids stay off streets, *Oregonian*, p. D1.

# Violence Prevention

# VIOLENCE PREVENTION PROGRAMS

As violence becomes a more pervasive force in our society, its destructive impact on learning is evident. "Only the most resilient children and adolescents can do reasonably well in their school work when they have to cope with violence in their homes, in their communities and in their images of their own lives" (Friedlander, 1993, p. 21). Normally students do not deliberately choose to become antisocial or violent. In the majority of cases, youth who become violent are victims themselves of circumstances beyond their control. "Due to prolonged exposure to negative and chaotic environmental conditions, they are inadvertently taught, and acquire, a destructive, maladaptive pattern of behavior that sets them up for a lifetime of pain, frustration and disappointment to themselves and others. They are truly among the most challenging students with whom schools must cope" (Walker, Colvin, & Ramsey, in press).

Students who have experienced violence as victims or perpetrators or both bring complex issues to the schoolhouse door which educators cannot afford to ignore. Friedlander (1993) explains:

> Causes and consequences of violence can take many diverse forms in the lives of both victims and perpetrators and among students who are at risk of becoming both.
>
> This combination of being both victim and perpetrator is part of the great complexity educators face in dealing daily with violent students and violent situations. Many victims become perpetrators, both in reaction to victimization in the past and as a means to avoid further victimization in the future.
>
> In some homes and communities in contemporary America, violence and the potential for violence are so much a part of ordinary life that focusing only on perpetrators or only on victims guarantees dealing with only part of the problem. When we follow the general tendency to pay more attention to perpetrators than to victims, we may be overlooking the larger number of students—the ones who need us most, the ones who may have most to gain from our concern and intervention. (p. 21)

As acts of violence move from the streets into our schools, educators are searching for new ways to build safer environments for learning. "Although there may be little that educators can do to control the *causes* of violence in our society, educators' efforts to promote learning are seriously hindered if the *consequences* of violence are not controlled in the schools" (Friedlander, p. 20). If there is little we can do to correct economic and social problems that are the root of most violence, we can "confront violence" in our schools "with the strength of informed policies and practices; and we can give our students justified confidence that they are personally safe from harm when they are in our care" (Bulletproof, pp. 1 - 2).

Confronting violence requires that schools first acknowledge its presence and potential threat. In schools where the problem of violence is ignored, it has the potential to become a "chronic, low-grade infection ready to burst out in epidemic proportions at almost any provocation" (Friedlander, 1993, p. 23). As the infection spreads and grows it becomes much harder for schools to control (Gaustad, 1991). "There is a close relationship between academic performance among students in a school or community and levels of violence in students' lives in that school or community. Schools that focus obsessively on measures of student academic performance without taking violence into account are not looking at the whole picture" (Friedlander, p. 23).

### HOW SCHOOL DISTRICTS ARE FIGHTING BACK

Measures school districts report using in response to youth violence

| | |
|---|---|
| Suspension | 78% |
| Student conduct/discipline code | 76% |
| Collaboration with other agencies | 73% |
| Expulsion | 72% |
| School board policy | 71% |
| Alternative programs or schools | 66% |
| Staff development | 62% |
| Conflict resolution/mediation training/peer mediation | 61% |
| Locker searches | 50% |
| Closed campus for lunch | 44% |
| Mentoring programs | 43% |
| Home-school linkages | 42% |
| Dress codes | 41% |
| Law-related education programs | 39% |
| Parent skill training | 38% |
| Search and seizure | 36% |
| Security personnel in schools | 36% |
| Support groups | 36% |
| Student photo ID system | 32% |
| Gun-free school zones | 31% |
| Specialized curriculum | 27% |
| Drug-detecting dogs | 24% |
| Work opportunities | 23% |
| Phones in classrooms | 22% |
| Metal detectors | 15% |

| | |
|---|---|
| Volunteer parent patrols | 13% |
| Other | 13% |
| Closed-circuit TV | 11% |
| Establishing "safe havens" for students | 10% |

Source: *Violence in the Schools,* 1994

The National Association of School Psychologists (1994) has identified six school variables which have reduced violence: leadership, school size, school staff, school supports, school-wide problem solving teams, and prevention plans. An explanation of each of these variables has been reprinted on pages 399 - 400 of Appendix F.

School staff members need not feel like they must confront the problem of violence alone; they can find "willing allies" in the community. And comprehensive efforts involving schools, community groups, and local agencies are more effective than piecemeal efforts (Gaustad, 1991). In Dayton, OH a group of community leaders concerned about rising violence in their community formed the New Futures Collaborative which works to increase collaboration and bring about change in the community's youth service organizations. This group's "Position Statement on Youth Violence Prevention" includes the following recommendations which might benefit any community interested in taking more active steps toward violence prevention:

1. Develop a system of accountability and support for all youth and families in the community, with special efforts aimed at single parent families and preventing teen pregnancy.

2. Utilize community policing, conflict management training and effective law enforcement to create safe and secure environments for youth and families.

3. Provide a supportive adult role model for each child and youth in our community.

4. Involve youth in developing and implementing solutions to community problems and issues.

5. Continue and intensify efforts to make school a place of success for every child.

6. Personalize the delivery of health and human services and employment and training services; design services to focus on the whole family;

deliver services in schools, in public housing sites, in recreation and community centers.

7. Develop an effective "second chance" employment and training system and jobs for unemployed, out of school youth.

8. Provide more free/affordable, safe recreation opportunities for youth in the community.

(Emery, 1993, p. 5)

Goldstein, Harootunian, & Conoley (1994) have developed a multidimensional intervention strategy model for prevention of school violence that involves students, teachers, the school, and the community across five intervention modes--psychological, educational, administrative, legal, and physical. The model has been reproduced here.

### A MULTIDIMENSIONAL INTERVENTION STRATEGY FOR SCHOOL VIOLENCE

| Level of intervention | Mode of Intervention | | | | |
|---|---|---|---|---|---|
| | **Psychological** | **Educational** | **Administrative** | **Legal** | **Physical** |
| Community | Program for disturbed children | Prosocial TV programs | Adopt-a-school programs | Gun control legislation | Near school, mobile home vandalism watch |
| School | Use of skilled conflict negotiators | Prescriptively tailored course sequences | Reduction of class size | Legal rights handbook | Lighting, painting, paving programs |
| Teacher | Aggression management training | Enhanced knowledge of student ethnic milieu | Good teacher-pupil ratio | Compensation for aggression-related expenses | Personal alarm systems |
| Student | Interpersonal skills training | Moral education | School transfer | Use of security personnel | Student murals, graffiti boards |

Reprinted with permission from Goldstein, A. P., Harootunian, B., & Conoley, J. C. (1994). *Student aggression: Prevention, management, and replacement training*. New York: Guilford Press (p. 205).

## COMMUNITY VIOLENCE PREVENTION PROGRAMS

Profiled here are two community-based violence prevention programs operating in Richmond, CA and Boston, MA.

### PACT VIOLENCE PREVENTION COALITION

In Contra Costa County, California 10 agencies came together in 1991 to form the PACT Violence Prevention Coalition. Working with the vision that "Violence is Preventable," these agencies work together to identify the causes of violence, study strategies to reduce violence, and advocate for local solutions. PACT's multicultural collaboration of African-American, Latino, Laotian, and Caucasian "communities within the community" promotes awareness and respect for the county's ethnic diversity. The program is funded in part by the federal Department of Health & Human Services' Offices of Minority Health and Maternal and Child Health. Each participating agency works with youth, some of them in school settings, to prevent community violence. These efforts include:

**Battered Women's Alternatives**

Battered Women's Alternatives designs the PACT leadership training workshops. BWA also conducts classes in local schools to facilitate discussions about violence. BWA counsels high school students and helps to link them with additional training opportunities.

**East Bay Center For The Performing Arts**

Through East Bay Center for the Performing Arts' film and theater projects, teens portray incidents and events which reflect violence and fear of violence in their personal lives. The EBCPA holds weekly classes, organizes field trips, and stages their productions community-wide.

**Familias Unidas**

Familias Unidas leads weekly violence prevention discussion groups with teens in middle and high schools. The agency works with parents to organize and sponsor forums and events with violence prevention themes to reach out to the Latino community.

**Girls Inc.**

Professionals at Girls Inc. help young women discuss violence and fear of violence, set limits, listen to themselves, and respect their bodies. The professionals help youth plan violence prevention events within the agency and greater community.

**LAO Family Community Development**

LAO Family coordinates violence prevention councils, workshops, and recreation activities among students and their parents, conducts field trips, and organizes community events. This agency helps Southeast Asian students and their families cope with the unique stress of assimilating into the greater community.

**Opportunity West**

Opportunity West brings together community and business leaders to forge partnerships to end violence. Staff members of this agency raise funds for PACT, speak at community events, and work with the media.

**Police Activities League**

PAL members supervise youth in alternative activities and athletics as a daily prescription to ward off the violence and meanness of the streets. They hold weekly "Street Talk" sessions, organize field trips, and mentor boys and girls.

**Prevention Program**

This Health Department program staffs the PACT Coalition. Program staff are instrumental in planning, facilitating meetings, and administering funds. They also provide technical assistance and evaluation and work with community leaders.

**Rape Crisis Center**

In addition to helping young people identify and prevent violence against women and girls, the Rape Crisis Center conducts PACT leadership training and coordinates cross-cultural activities. The Rape Crisis Center also works within schools to teach prevention and conflict resolution.

**West County Youth Service Bureau**

The West Contra Costa Youth Service Bureau's role in PACT focuses on the needs of young African-American men. The agency develops and conducts youth training sessions, sponsors youth in the training, and organizes conferences on cultural and social issues.

One of the key programs of the PACT Violence Prevention Coalition is the Violence Prevention Leadership Training that trains youth to be violence prevention leaders. In a year-long series of trainings, including outdoor experiences, weekend retreats, and bi-weekly meetings, youth selected for the program address issues of conflict, violence, and cultural differences.

CONTACT:
Larry Cohen
PACT for Violence Prevention
Richmond Health Center 100 38th St.
Room 1604
Richmond, CA 94804
(510) 646-6511 or 374-3797

## BOSTON VIOLENCE PREVENTION PROGRAM

The Violence Prevention Project is a community-based primary and secondary prevention and education program aimed at curbing violence among adolescents. The project's focus is on homicide, the identification of risk factors for homicide, and education about anger management and nonviolent conflict resolution.

According to literature provided by the Violence Prevention Project, goals of the project include:

- Prevent the incidence of violent behavior and associated social and medical hazards among adolescents, with a particular focus on behavior and circumstances leading to homicide;
- Create service support for youth already involved in specific forms of interpersonal violence;
- Identify risk factors and educate about prevention methods;
- Promote a new community ethos supportive of violence prevention;
- Foster coalition building among providers, agencies, and institutions around issues of adolescent violence prevention and homicide reduction;
- Advocate statewide for stricter gun laws and increased opportunities and services for disadvantaged communities; and
- Recruit teens to participate in and direct the youth development training and outreach program.

Project activities include violent prevention education and training (a 10-session curriculum has been developed); coalition development and advocacy; networking through the development of a secondary service referral network; sharing of information, collaboration on advocacy strategies, and publication of a bi-monthly newsletter; multi-media violence prevention advertising campaigns; clinical treatment services; and criminal justice programs.

A unique aspect of this program is its initiatives within criminal justice institutions. Training and technical assistance is provided to members of the police department, probation officers, and Department of Youth Services staff members. The project is involved in inmate counseling programs and offers violence prevention workshops for adolescent males in the DYS transitional living program. Additionally, the project counsels public school students who have been suspended for fighting and weapon carrying offenses.

CONTACT:
Violence Prevention Program
Health Promotion Program for Urban Youth
Department of Health and Hospitals
1010 Massachusetts Ave., 2nd Floor
Boston, MA 02118
(617) 534-5196

## A STATE'S EFFORT TOWARD VIOLENCE PREVENTION

In 1992 seven major educational organizations in the state of Virginia joined together to discuss the issue of rising crime and violence and make recommendations that could be used to "assist in positive and visionary decision-making in the larger community" (Virginia Association of School Superintendents, 1993). The safe school solutions recommended by this group include: a) fair discipline, b) access to information, c) availability of weapons, d) parenting programs, c) home-school link, d) alternative programs, c) early childhood, programs, f) school and community cooperation, g) management of school buildings, h) developing social skills, and i) comprehensive safe school legislation. "The Challenge of Change," which discusses these recommendations, has been reprinted in Appendix F.

## SCHOOL-BASED VIOLENCE PREVENTION PLANS

Although schools may not have the ability to cure violence trauma suffered by students, they can build a safe, school atmosphere where students can derive a sense of stability and hope. One of the most positive steps schools can take is to develop a violence prevention plan before violence becomes a school-wide problem. Elements that make effective plans have been identified as follows (Bachelder, 1990; Friedlander, 1993; Guetzloe, 1992):

- **Clear school policies** that assure students personal safety from physical harm and psychological assault; these written policies should be specific and state clearly the consequences of acts of violence.

- **Effective school security procedures,** including provisions for "visual control" and constant supervision of the school campus, effective communication systems, elimination of weapons, control of unnecessary noise, well-trained staff in sufficient numbers, and provision of sufficient personal space for each student.

- **Emergency plans** should a crisis occur.

- **Positive encounters between students and staff** which build personal attachment and trust.

- **A combination of discipline, high expectations, stability, and love.** "Children and adolescents who have been exposed to a great deal of violence have an urgent need for clear rules, high expectations, stable routines with familiar people in familiar settings, and a loving firmness that combines definite boundaries with unambiguous assurance of personal attachment" (Friedlander, p. 24);

- **A school-community newsletter** that keeps students, parents, and community members informed of violence prevention efforts and discipline policies;

- **Special student activities** that encourage positive communication and interaction;

- **In-service training** for staff members to ensure consistent enforcement of the school's discipline plan, appropriate supervision of students at all times, and implementation of a specialized curriculum to prevent violence; the training should also cover teachers' legal rights and responsibilities, including protection of themselves as well as their students;

- **Mediation training** for students and teachers to provide skills needed to diffuse and de-escalate potentially violent confrontations (see Conflict Mediation section of this document); and

- **Violence prevention education** to teach students the skills they need for healthy, non-violent social interaction.

Activities to prevent youth violence generally fall into three general prevention strategies: education, legal and regulatory change, and environmental modification. Each of these general strategies plays a role in a comprehensive youth violence prevention program (Prevention of Youth, 1993, p. 11). These strategies are outlined in the box below.

## Violence Prevention Strategies

| EDUCATION | LEGAL/REGULATORY CHANGE | ENVIRONMENTAL MODIFICATION |
|---|---|---|
| • Adult Mentoring | Regulate the Use of and Access to Weapons | Modify the Social Environment |
| • Conflict Resolution | • Weaponless schools | • Home visitation |
| • Training in Social Skills | • Control of concealed weapons | • Preschool programs such as Head Start |
| • Firearm Safety | • Restrictive licensing | • Therapeutic activities |
| • Peer Education | • Appropriate sale of guns | • Recreational activities |
| • Public Information and Education Campaigns | Regulate the Use of and Access to Alcohol | • Work/academic experiences |
| OTHER TYPES OF REGULATIONS | • Appropriate sale of alcohol | Modify the Physical Environment |
| • Appropriate punishment in schools<br>• Dress codes | • Prohibition or control of alcohol sales at events | • Make risk areas visible |
|  | • Training of servers | • Increase use of an area |
|  |  | • Limit building entrances and exits |
|  |  | • Create sense of ownership |

(Prevention of Youth, 1993, p. 11)

## A MODEL OF MODELS

The National Association of School Psychologists (1994) has identified several effective violence prevention programs. Project Achieve in Hillsborough County, Florida has been identified as a model of models. The program is research based, has multiple components, has significant parent involvement, is systemic and integrated into the total school. The program provides both primary and secondary prevention and comprehensive services for youth with difficult problems. It includes an effective problem solving team, and the teaching staff is supported with adequate pupil services to provide direct services and consultation. At a cost of $38 per student, the program has been replicated in 18 schools located in a variety of communities.

Profiles of two violence prevention programs which have become a part of the curriculum in numerous school settings follow.

## SECOND STEP

Second Step is a violence-prevention program intended to reduce impulsive and aggressive behavior in students while building their social competence. In response to recent research that correlates aggressive and violent behavior with social isolation and a lack of empathy, impulse control, decision-making skills, anger management, and assertiveness, the Second Step curriculum seeks to teach skills in empathy, impulse control, problem solving, appropriate social behavior, and anger management. The program targets skill deficits which put children at risk for not only violent actions, but also dropping out of school, drug and alcohol abuse, and suicide.

According to program literature, the Second Step curriculum is built upon the following goals.

1) to increase children's ability to:
   - identify others' feelings,
   - take others' perspectives, and
   - respond empathically to others

2) to decrease impulsive and aggressive behavior in children through:
   - applying a problem-solving strategy to social conflicts, and
   - practicing behavioral social skills

3) to decrease angry behavior in children through:
   - recognizing angry feelings, and
   - using anger-reduction techniques.

The elementary version of Second Step teaches empathy skills, including the ability to recognize, experience, and respect the feelings of other people and respond appropriately. Impulse control skills taught by the program include reasoning steps which can be applied to social situations and behavioral skills which have a broad application to a variety of social situations. Anger management components of the program include the recognition of anger cues and triggers, the use of positive self-statements and relaxation techniques to prevent the onset of angry feelings, and reflection on incidents which provoke anger.

The Second Step curriculum is divided into four units: 1) understanding the problem, 2) training for empathy, 3) creating options, and 4) applying skills. Each lesson builds upon skills learned during previous lessons. Each lesson includes concepts, objectives, preparation, notes, key definitions, a lesson script, role plays and/or an activity, homework, and extensions.

Materials available include curricula for Preschool/Kindergarten, Grades 1 - 3, Grades 4 - 5, and Grades 6 - 8, staff training videos, as well as Spanish supplements for Preschool/Kindergarten through Grade 5.

CONTACT:
Committee for Children
172 20th Ave.
Seattle, WA 98122-5862

## STRAIGHT TALK ABOUT RISKS (STAR)

Straight Talk About Risks (STAR) is a comprehensive gun violence prevention program for school-aged children, adolescents and their families. Developed by the Center to Prevent Handgun Violence, a non-profit resource for direct service professionals, the program is available in English and Spanish versions and includes the following:

1. Student activities for grades Pre-K through 12;
2. Awareness materials for parent and community involvement;
3. Age-appropriate bibliographies of literature and audio-visual resources;
4. A video presentation for secondary school students; and
5. A national guide to complementary violence prevention programs.

The Center also offers a four-part training program to support STAR initiatives. The 24 - 36 month program includes an awareness orientation of the program from a factual and theoretical perspective, multidisciplinary team training sessions to begin implementation, technical assistance support as the program begins, and instructor training to expand the program using a "trainer of trainers" model.

The STAR curriculum evolved from a pilot program the Center to Prevent Handgun Violence implemented in Dade County, Florida in conjunction with Youth Crime Watch of Dade County and the Dade County Public Schools. According to literature provided by the program, it contains five elements of effective prevention programs: 1) students learn and practice skills which they can use outside of the classroom, such as decision-making skills and conflict management skills; 2) students have many opportunities for self-reflection and role-playing; 3) students set goals for change, both personal and societal, and are provided with support to work for change; 4) students develop competency and leadership skills to address issues with their peers and the community; and 5) work within the classroom is recognized and supported by parents and the community.

STAR educates students about gun risks and prepares them to recognize threatening situations, identify trusted adults, make safe choices, combat negative peer pressure, and resolve conflicts.

Here are highlights of the STAR program by age group:

**Grades Pre-K through 2:**

Teachers use picture books and audiovisual materials that touch on conflict resolution to promote discussion with students. Children also learn strategies for identifying safe places and making safe choices through role playing and games. Teachers invite police officers and other community leaders to their classes to discuss the dangers of guns. Lessons include "Making Safe and Smart Decisions," "What's a Toy? What's not a Toy?" and "I Am Special."

**Grades 3 through 5:**

Emphasis of the program at this level is placed on understanding emotions, decision-making skills, and conflict resolution strategies. Activities help students distinguish between real-life violence and violence portrayed through the media. Students are given the opportunity to develop and act in skits based on positive alternatives to gun violence and related issues of peer pressure, decision making, grief and loss. Lessons include "Recognizing Danger," "It's Up to Us," and "Understanding Media Violence."

**Grades 6 through 8:**

Activities for middle school students emphasize understanding emotions, particularly anger, and building conflict resolution skills. In addition, students are introduced to the concept of "triggers," verbal or nonverbal actions that stimulate conflict and methods for de-escalating conflict. Activities also explore students' reactions to media images and peer pressure. Lessons include "Acting on Our Emotions," "Fear of Fear," and "Team Trust-Building."

**Grades 9 through 12:**

Activities for this age group are student-directed and encourage positive teamwork. Students collect violence statistics and examine the social and legal consequences of gun violence. They learn to understand the nature of emotions which may lead to violent acts and how to manage conflicts peacefully. Students are encouraged to play an active role in reducing teen acceptance of guns and violence. Lessons include "Roulette," "Charting the Facts of Gun Violence," and "Teens on Target."

CONTACT:
Education Division
Center to Prevent Handgun Violence
1225 Eye Street, NW, Suite 1100
Washington, DC 20005
(202) 289-7319

## DISTRICTWIDE INTERVENTION PLAN

In New York City, Queens Public High Schools has developed a district-wide intervention plan for coping with potentially violent situations which is preventative in scope (Harrington & Straussner, 1993). Interventions range from indirect, peer-oriented programs to direct involvement of professionals, depending upon the severity of the problem. "Coping with Conflict in High Schools," which describes the Queens program, has been reprinted in Appendix F.

## MAKING SCHOOLS SAFE

Portions of Making Schools Safe, a special issue of *Northwest Policy* devoted to the issue of violence prevention, have been reprinted in Appendix F.

## REFERENCES:

Bachelder, K. (1986). *Preventing victimization: An action plan for schools and communities.* Seattle: Committee for Children.

Bulletproof: Guns and violence in school. (1994, February-March). *Northwest Policy* (pp. 1 -2).

Emery, K. (1993). *Position statement on youth violence prevention and recommended actions.* Dayton: New Futures for Dayton Area Youth. (ERIC Document Reproduction Service No. ED 357 091)

Friedlander, B. Z. (1993, Winter). Flight from schooling. *School Safety,* 20 - 24.

Gaustad, J. (1991, October). *Schools attack the roots of violence.* (ERIC Digest. EDO-EA-91-5)

Guetzloe, E. (1992). Violent, aggressive, and antisocial students: What are we going to do with them? *Preventing School Failure, 36* (3), 4 - 9.

Harrington, M. R., & Straussner, J. (1993, Fall.) Coping with conflict in high schools. *School Safety,* pp. 29 - 30.

Natale, J. A. (1994, March). Roots of violence. *American School Board Journal,* pp. 33 - 37.

National Association of School Psychologists. (1994, July). *Testimony on preventing school violence and effective methods for improving school safety. To the Subcommittee on Elementary, Secondary and Vocational Education.* Washington, DC: United States House of Representatives.

*The prevention of youth violence.* (1993). Washington, DC: Centers for Disease Control and Prevention, U. S. Department of Health and Human Services.

*Violence in the schools: How America's school boards are safeguarding your children.* (1994). Washington, DC: National School Boards Association.

Walker, H., Colvin, G., & Ramsey, E. (in press). *Antisocial behavior in school: Strategies for practitioners.* Pacific Grove, CA: Brooks/Cole.

## RECOMMENDED READING:

Charney, R. (1993). Teaching children nonviolence. *Journal of Emotional and Behavioral Problems, 2* (1), 46 - 48.

Curcio, J. L. (1993). *Violence in the Schools: How to proactively prevent and defuse it.* Newbury Park, CA: Corwin Press.

Dreighton, A., & Kivel, P. (1992). *Helping teens stop violence: A practical guide for educators, counselors, and parents.* Alameda, CA: Hunter House, Inc.

Furlong, M. J., & Smith, D. C. (Eds.). (1994). *Anger, hostility, and aggression: Assessment, prevention, and intervention strategies for youth.* Brandon, VT: Clinical Psychology Publishing Company, Inc.

Garbarino, J., Dubrow, N., Kostelny, K., & Pardo, C. (1992). *Children in danger: Coping with the consequences of community violence.* San Francisco: Jossey-Bass Publishers.

Goldstein, A. P., Harootunian, B., & Conoley, J. C. (1994). *Student aggression: Prevention, management, and replacement training.* New York: Guilford Press.

Kneidek, T. (Ed.) (1994, February-March). Making schools safe [Special Issue]. *Northwest Policy.*

McLaughlin, M. W. (1994). *Urban sanctuaries: Neighborhood organizations in the lives and futures of inner-city youth.* Port Chester, NY: National Professional Resources.

New York Department of Education. (1994). *Violence in the schools: A national, state, and local crisis.* Albany: New York Department of Education.

Prothrow-Stith, D., & Weissman, M. (1991). *Deadly consequences--how violence is destroying our teenage population and a plan to begin solving the problem.* Port Chester, NY: National Professional Resources.

Quarles, C. L. (1993). *Staying safe at school.* Port Chester, NY: National Professional Resources.

Roth, J. A. (1994, February). Understanding and preventing violence. *National Institute of Justice: Research in Brief.*

Wheeler, E. D., & Badon, S. A. (1994). *Violence in our schools, hospitals, and public places: A prevention and management guide.* Ventura: Pathfinder Publishing.

# Appendix A
# Early Childhood

# Appendix A
# Early Childhood

*Heart Start: The emotional foundation of school readiness.* (1992). Alexandria, VA: Zero to Three.

**REPRINTED WITH PERMISSION**

# HEART START

## The Emotional Foundations of School Readiness

Foreword by
Ernest L. Boyer, Ph.D.

Preface by
T. Berry Brazelton, M.D.

ZERO
TO
THREE
National Center for Clinical Infant Programs

269
REPRINTED WITH PERMISSION

# SUMMARY OF RECOMMENDATIONS

## 1. Assuring Health

### a. Providing affordable and accessible health care

| | Responsibility | | | |
|---|---|---|---|---|
| | Federal | State | Local | Corporate |
| ☐ Universal health care coverage is essential. It should be coupled with an expansion of those programs (community and migrant health centers, WIC programs, early intervention programs for children with special needs, and health service corps, for example) that place prevention-oriented health care facilities and personnel in otherwise underserved areas. | ✓ | ✓ | | |

### b. Welcoming, assessing and tracking

| | Responsibility | | | |
|---|---|---|---|---|
| | Federal | State | Local | Corporate |
| ☐ The federal government should offer the states funding for a range of identification and follow-up systems. It should also provide advice as to best current practices in identification and follow-up, and supply technical assistance in the design and establishment of such systems. | ✓ | | | |
| ☐ States and localities should assess their own needs, determine what systems would best meet those needs, and put them rapidly in place. | | ✓ | ✓ | |

### c. Making child care a health resource

| | Responsibility | | | |
|---|---|---|---|---|
| | Federal | State | Local | Corporate |
| ☐ States should require that all child care providers be trained to recognize apparent health and developmental problems, to encourage parents to seek appropriate treatment, and to identify the appropriate services. State licensing and monitoring systems should support those practices. | | ✓ | | |
| ☐ Federal funding should be structured to induce state agencies supervising health, child care and developmental disabilities to collaborate in making screening and follow-up referrals a reality. | ✓ | | | |

## 2. Assuring Time for Unhurried Caring

### a. Time with parents and family members

| | Responsibility | | | |
|---|---|---|---|---|
| | Federal | State | Local | Corporate |
| ☐ The federal government should enact legislation to require that employers provide job-protected parental leave for up to one year, but for at least six months, following childbirth or adoption. Such leave could be paid for through a new contributory social insurance benefit, or an enhanced version of the Temporary Disability Insurance benefits now provided in five of our larger states. | ✓ | | | |
| ☐ Until federal legislation is enacted, all states should require employers to provide parental leave for at least six months at the time of childbirth or adoption. | | ✓ | | |
| ☐ Federal incentives should encourage states to put parental leave legislation quickly in place. | ✓ | | | |
| ☐ In advance of legal requirements, employers who have not already done so should provide family leave at childbirth, adoption or illness, as an investment in their work force, present and future. | | | | ✓ |

# SUMMARY OF RECOMMENDATIONS

|  | Responsibility |  |  |  |
|---|---|---|---|---|
|  | Federal | State | Local | Corporate |
| b. Stability of child care providers over time |  |  |  |  |
| **(1) Stronger state standards and federal leadership** |  |  |  |  |
| ☐ The states should set timetables for bringing infant and toddler child care standards regarding group size and adult/child ratios up to at least minimally adequate levels. For children not yet mobile, group sizes should be no larger than six; ratios should be no more than 1:3. For children crawling and up to 18 months, the group size should be no more than nine; ratios no more than 1:3. For children 18 months to 3 years, group sizes should be no more than twelve; ratios 1:4. Centers and group homes with mixed age groupings should never have more than two children under 2 years of age in a single group. Family day care providers caring for mixed age groupings should never have more than two children under 2 years of age. |  | ✓ |  |  |
| ☐ Federal child care legislation should be amended to provide incentives for states to rapidly implement such standards. | ✓ |  |  |  |
| ☐ A federal entity should regularly survey the progress of states, and identify and promote promising state initiatives. | ✓ |  |  |  |
| ☐ States and localities should increase guidance to families on how to choose quality child care for their infants and toddlers. |  | ✓ | ✓ |  |
| **(2) Higher minimum child care wages** |  |  |  |  |
| ☐ State legislation should set the wages of infant and toddler care providers at a level substantially above the minimum wage, with mandated benefits. Infant and toddler child care providers with substantial training should have minimum salaries set by state law equivalent to the state's primary school teachers. |  | ✓ |  |  |
| ☐ Through refundable child care tax benefits or other cash subsidies to low-income parents and/or child care providers, the federal government should begin to bridge the gap between what families can afford to pay and what child care really costs if staff are paid appropriately. | ✓ |  |  |  |
| **(3) Continuity of caregivers: best practice for child care programs** |  |  |  |  |
| ☐ State guidance should promote continuity of care. Child care centers should be strongly encouraged to have providers move up the age range, so that they care for the same children from infancy to preschool. |  | ✓ |  |  |
| ☐ Child care programs should assign a particular caregiver for each child. |  |  | ✓ |  |
| ☐ Federal child care legislation and corresponding federal regulations should eliminate conflicting regulations, eligibility standards and funding mechanisms so that families are not forced to change child care situations in order to receive child care subsidies. States should move quickly to implement these changes. | ✓ | ✓ |  |  |

# SUMMARY OF RECOMMENDATIONS

## 3. Promoting Responsive Caregiving

### a. The responsive understanding of parents

| | Responsibility | | | |
|---|---|---|---|---|
| | Federal | State | Local | Corporate |
| **(1) Parenting education before and after childbirth** | | | | |
| ☐ States should fund and local education agencies should organize early and widespread expansion of parent education courses in elementary, middle and high-schools. | | ✓ | ✓ | |
| ☐ A variety of institutions - clinics, community health centers, group medical practices, schools and junior colleges - should, among themselves, create comprehensive networks of parenting classes and discussion groups. Health care and child care practitioners should routinely urge both present and prospective parents to participate in such classes or groups. Where needed, incentives should be offered to induce participation. | | | ✓ | |
| **(2) Family resource programs** | | | | |
| ☐ Federal, state and local governments, in partnership with private community organizations, should develop and expand community-based family support programs to provide parents with the knowledge, skills and support they need to raise their children. | ✓ | ✓ | ✓ | ✓ |
| **(3) Child care and health care providers as colleagues of parents** | | | | |
| **(a) Recommendations for health care personnel** | | | | |
| ☐ Preservice and inservice training for health care providers and nutritionists should be broadened to emphasize the importance of establishing a relationship with parents in which discussions of the child's development, and of the parents' role in it, can naturally occur. | | ✓ | ✓ | |
| ☐ The protocols of health clinics and WIC programs should require that time be taken to attempt to build such relationships and that discussions of development and parenting concerns are regularly initiated. | | | ✓ | |
| ☐ Pediatricians and other health care providers should either take on these functions or hire child development specialists to do so. | | | ✓ | |
| ☐ National standards for the certification of physicians, public health nurses, nurse practitioners and nutritionists should include competence in the essentials of parenting and of infant development. | ✓ | | | |
| **(b) Recommendations for child care personnel** | | | | |
| ☐ All preservice and inservice training for infant care providers should be broadened to emphasize the importance of establishing a relationship with parents in which discussions of the child's development, and of the parents' role in it, can naturally occur. | | | ✓ | |
| ☐ State and local regulations should require that child care providers attempt to establish such relationships and that they regularly initiate discussions of developmental and parenting concerns with families. | | ✓ | ✓ | |

# SUMMARY OF RECOMMENDATIONS

| | Responsibility | | | |
|---|---|---|---|---|
| | Federal | State | Local | Corporate |
| **b. The responsive understanding of child care providers** | | | | |
| ☐ States and communities should require that child care providers have training specifically in infant development and family-centered infant care sufficient to meet the Child Development Associate Credential or similar standards. There should be no exemptions to this policy for schools or religious organizations. | | ✓ | ✓ | |
| ☐ Federal funds should provide incentives for the early enactment of infant and toddler training requirements by states. | ✓ | | | |
| ☐ The federal government should act as a clearinghouse for the promulgation of best practice and technical assistance in infant and toddler child care. | ✓ | | | |
| **4. Assuring Safe and Supportive Environments** | | | | |
| **a. An adequate standard of living** | | | | |
| ☐ A Refundable Child Tax Credit of $1,000, indexed to the cost of living, and provided for each child in a family under the age of eighteen. Recommended by the National Commission on Children, such a tax credit would supplement family income when earnings are low, help to defray some of the economic costs of child rearing, and reduce the child poverty rate. | ✓ | | | |
| ☐ Until such a credit is enacted, the Earned Income Tax Credit (EITC) should be expanded and made more responsive to family size. | ✓ | | | |
| ☐ At least on an experimental basis, enact a child support assurance benefit, as described in the report of the National Commission on Children, which would provide a guaranteed minimum child support benefit for children in one-parent families when the absent parent fails to pay support, or pays it irregularly or at an inadequate level. | ✓ | | | |
| **b. Adequate space in child care settings** | | | | |
| ☐ States should require as usable play space in center-based group care:<br>0-8 months [for a group no larger than six] *350 square feet per group*<br>8-18 months [for a group no larger than nine] *500 square feet per group*<br>18-36 months [for a group no larger than twelve] *600 square feet per group* | | ✓ | | |
| ☐ in family child care: [for a mixed age group with no more than two children under age 2] *600 square feet per group* | | | | |

# SUMMARY OF RECOMMENDATIONS

## 5. Providing Special Help for Families with Special Problems

| | Responsibility | | | |
|---|---|---|---|---|
| | Federal | State | Local | Corporate |
| ☐ Every community should develop a plan for identifying and coordinating care for all families of infants and toddlers in need of intensive services. | | | ✓ | |
| ☐ Every community should work to develop an array of *integrated* services for families with more severe needs. Such services should be delivered through the establishment of a meaningful, continuous relationship between family and professional. | | | ✓ | |
| ☐ Foundations and state and federal governments should provide funding for high-quality specialized mental health, child abuse treatment, foster care, and/or early intervention services. Those services should be accessible in all communities to families of children with complex medical needs, and to parents who are teenagers, or who have mental health problems, are drug addicted or are otherwise not fully functional. | ✓ | ✓ | ✓ | |
| ☐ Foundations and state and federal governments should provide funds for specialized family-centered training for those who work with parents and foster parents and their infants and toddlers. [**ZERO TO THREE'S** own TASK materials provide a strong foundation for such training.] | ✓ | ✓ | | |

# Appendix B
# Full Service

Florida Department of Education (1991). *Full Service Schools--A Strategy for school improvement.* Tallahassee: Author.

**MATERIAL NOT COPYRIGHTED**

# Full Service Schools--

## A Strategy for School Improvement

FALL 1991

Florida Department of Education
July 1991

# FULL SERVICE SCHOOLS

## What is a Full Service School?

A full service school is a school that integrates education, medical, social, and/or human services that are beneficial to meeting the needs of children and youth and their families on school grounds or in locations which are easily accessible.

Full service school provides the types of prevention, treatment, and support services children and families need to succeed as students, parents, and workers. The services are high quality and comprehensive and are built on interagency partnerships which have evolved from cooperative ventures to intensive collaborative arrangements among state and local and public and private entities. The collaborating agencies are most importantly education, health care, transportation, job training, child care, housing, employment, and social services.

## What a Full Service School isn't

It isn't a state-directed mandate.
It isn't planned or configured at the state level.
It isn't intended to heap burdens on existing school personnel who are already over-extended and under appreciated.

## What can schools offer?

The types of programs and the associated personnel which a school district might make available in a full service school include: adult literacy, GED programs, parent effectiveness training, before and after school child care as well as child care for the children of teen parents, homework assistance programs, school volunteers, dropout prevention programs including teen parenting programs, teen pregnancy prevention programs, prekindergarten programs for disadvantaged and handicapped children, early childhood screening programs designed to identify children who may have learning or behavior problems, guidance and school social work services, breakfast programs, and programs like Florida First Start which target parents as children's first teachers.

School facilities may be used to provide space for other agencies to provide services to children and families in an easily accessible, safe location.

However, in some locations, neighborhood service centers are the most helpful vehicle for bringing school personnel, parents, and health and social service agents together. The concept of a *shared services network*. is evolving in many communities. The idea is to bring together the different service-providing entities in a community to plan and deliver comprehensive, integrated, and non-duplicative services which support children and families, while optimizing the use of existing funding structures and resources.

## What might other agencies offer?

The types of programs and associated personnel which health and human services agencies (either public or private) might make available in a full service school include mental health counselors, professional nurses, health aides, protective services or foster care workers, case managers, social workers, public financial assistance eligibility workers, child care workers, community control counselors, job counselors, and housing counselors.

## Why do we think Full Service Schools are the answer?

Prevention of problems before they interfere with a student's capacity to succeed in school is the key. The concept for Full Service Schools is that when education, health, and social services join forces to support children, families, and teachers in ensuring children's success in school, they will stay in school and become productive members of the work force.

## Which schools should be Full Service Schools?

Local planners decide which schools need to be designated as Full Service Schools. Some of the guidelines which might be used in targeting or prioritizing schools include:

- High rate of students eligible for free and reduced-price lunches
- Incidence of teen pregnancies
- Student needs for health and other social services which are not met through family means
- Incidence of children from families who are eligible for or have need of public assistance programs

## What changes in the way schools conduct business will Full Service Schools require?

- On-site supervision of other agency staff who receive professional supervision from another source
- Increased knowledge and understanding of health and social service systems
- Communication systems
- Negotiation skills
- Multidisciplinary team approaches to students and families... expanding student support team membership and a view of the child in the context of the family
- Shared decision-making at the school level
- Evaluation

## What's in the future for Full Service Schools?

Supporting the development of Full Service Schools is a priority for the Commissioner of Education and the Governor. Funds are available($16,500,000) to renovate or remodel school facilities to accommodate health and other support services on school campuses. Supplemental School Health Services Projects will expand to approximately 180 schools in 1991-92 ($9,000,000). Full Service Schools/Interagency Cooperation is also supported by $7,000,000 in block grant funds to districts in 1991-92.

**Contact for more information:**

**Lynn Groves, Office of Interagency Affairs**
**Department of Education**
**325 W. Gaines Street, Suite 958**
**Tallahassee, Florida 32399**
**904/487-8520**

## SUGGESTIONS FOR FULL SERVICE SCHOOL DEVELOPMENT

### Support of Superintendent

Support of the district superintendent is a critical element. The superintendent will probably be instrumental in identifying schools within the district which would most greatly benefit from becoming a full service school.

### Support of Principal

The support of the principal is fundamental.

### Involvement/Support of School Staff

Development of a school-based steering group will help school personnel define their needs and develop ownership and consensus.

### Support of HRS District Administrator

The HRS district administrator should be a full participant in the planning and development of each full service school. His or her involvement and support is also a critical element.

### Needs Assessment

The extent to which a school's student body has needs as expressed in terms of risk factors, such as the number of children who receive free lunch or reduced lunch, the number of students who come from single parent families, the number of students who visit the health room, number of absences, truancies, teen pregnancies, dropouts, etc., should be determined in order to establish a baseline for measuring outcomes. Each school is unique and each has its own needs which affect the success of its students.

### Support of the Community [Advisory Council/Community Workgroup]

Local flexibility and community ownership are critical. Local schools, school districts, and communities have flexibility in the manner in which they combine various program components to produce their local program design.

A specific element in assuring community input and involvement in planning, implementing and maintaining a full service school is the advisory council or community (neighborhood) workgroup. Such a body should be reflective of the services to be provided and the people who will use the school as a "one stop shop". This council will provide initial and ongoing representation of the views and opinions of the community and should be in place prior to the implementation of a full service school.

The council/workgroup should be made up of parents, students, school staff, public and private service providers, community leaders, local government officials, etc. Potential community members include: staff from local health department, community mental health centers, developmental service providers, local HRS offices, community action agency, private industry, child day care providers, the juvenile justice system, parent organizations, the Urban League, United Way, and representatives from neighborhood ethnic and minority groups. Local colleges and universities who are in the business of training teachers and other professionals, should be involved so they can help shape curriculum for teacher preparation. They also may be able to assist with research and evaluation or to contribute in other ways, such as through mentorship or postsecondary outreach programs.

### Interagency Agreements

Some people may find it helpful, in order to clarify roles and responsibilities and assure continuity of services, to develop written agreements between the school and each agency which will be a part of the full service school. Others may feel that it is not necessary to formalize roles and responsibilities and procedures, especially in the early stages where such things are evolving so rapidly. Therefore, interagency agreements are optional, and may be more appropriate when procedures reach the point where they need to be formalized.

### Integrating Services

Integration of HRS and school personnel through the provision of health and human services on the school grounds and including "project" personnel in school meetings and activities, so that they truly become a part of the school "family" is proving to be a successful means of achieving positive student and family outcomes.

### Parental Consent and Confidentiality

Procedures should be developed for consent to receive services and for sharing of information among agencies involved with the full service school. The local advisory council should be involved in the development and final approval of these procedures before services are provided to any child, youth or family. As part of these procedures, it is suggested that the local advisory council assure that parents are aware of, consent to, and understand the services that are to be provided (with the exception of services not requiring parental consent by federal or state statute). The advisory council, in conjunction with the full service school program, should develop a confidentiality agreement to be signed by the various participating agencies, which will allow these agencies to share information on children, youth and families, that is of benefit in the provision of services. Data systems should be designed to provide for various levels of protected access, so that records are appropriately secured.

### Minimizing Stigma

Strategies should be developed which assure that the full service school program is a place where children, youth and families can have needs addressed without becoming defined as a program only for "problem kids" or "poor families". Although some children will have to "qualify" before they can be provided certain services, a "family resource center" type of program should be available to all students and their families. The program must be perceived by children, youth and families, as a non-threatening place where they can all come to interact, receive support, and obtain needed services.

### Marketing

Strategies should be developed for disseminating information about and marketing the program to a wide variety of publics. Strategies should be developed for orienting school staff, students, and parents, for the purposes of building support and making these groups aware of the services to be offered. Initial and continuing outreach to parents and guardians as well as to other community members must be assured so that all can see a need for the services and become comfortable with the new program's environment.

# A Rationale for Interagency Collaboration and Full Service Schools

Children bring more than education needs to the classroom.

Our current system of delivery of services to children and families has been structured within discrete categorical boundaries.

When needs are met, it is usually through several different professionals working within separate agencies. It is the family's task to integrate the services and plans.

Separate agency initiatives produce "$50,000" families with no integrated plan leading toward greater self-sufficiency. Accountability is disbursed among each of the agencies providing an isolated service.

Collaboration is more than redesigning organizational flow charts. It will succeed only if it changes the nature of the relationship between people at the service delivery level and families and has as its goal the alleviation of children's real needs.

# Appendix C
# Gang Prevention

Cantrell, M. L. (1992). What we can do about gangs. *Journal of Emotional and Behavioral Problems*, *1* (1), 34 - 37.

***REPRINTED WITH PERMISSION***

For more Information about the Journal of Emotional and Behavioral Problems, or to place a subscription, write to the National Educational Service, P. O. Box 55, Bloomington, IN 47402 or call 1-800-733-6786 or (812) 336-7700.

# What We Can Do About Gangs

*Mary Lynn Cantrell*

*It's easy to recognize that gangs are a present day phenomenon associated with real problems. It's less easy to determine what we can and should do to help youth faced with these realities. After more than three years of searching, this article will summarize some well informed suggestions from a variety of sources. The first section deals with what educators and schools can do, the second with how we relate individually to gang members, and the third with community and parent action that can be taken. The final portion will provide details on some useful resources the reader may want to pursue.*

## What Can Schools and Educators Do?

### Become Informed!

Talk to local police or others who know about:

Names of gangs and territories,
Identifiers — signs and colors,
Members — numbers, names, characteristics, operational styles.

Ask the "straight kids"; they know:
Who's intimidating?
Who's recruiting?

### Use Dress and Discipline Codes Knowingly.

Dress codes should exclude gang identifiers.

Several New Orleans public schools have adopted school uniforms for all students there, avoiding many problems. They report that uniforms avoid students' either wearing gang colors or flaunting expensive clothing earning from illicit activity.

- Don't allow students to "represent" in school.
- Prevent and report "recruiting."
- Confiscate beepers and headphones.
- Develop clear assault and weapons policies.
- Report assault and weapons offenses.

### Declare and Make the School A " Neutral Zone" for Gangs.

- Make policies public and repeat them when needed.
- Search for and destroy graffiti.

Take a stand against violence, and work to establish among students a school norm that supports that stand. One school secured anti-violent pledges from students, giving them group support for individually taking nonviolent stances in troublesome situations.

### Anti-Gang Curriculum

More such materials are becoming available to educators; see the list of CURRICULAR RESOURCES in this issue. For example, in 1982 the Paramount California Schools began using a curriculum which includes:

Showing the reality of the gang lifestyle,
Demonstrating alternatives to the gang lifestyle,
Developing self esteem,
Providing models for dealing with peer pressure,
Giving drug abuse information,
Informing about the consequences of criminal behavior,
Exploring career opportunities.

Four evaluation studies were performed of the Paramount Plan Anti-Gang Curriculum. In summary, their results showed that before the curriculum, about 50% of students were undecided about joining; after the curriculum 90 to 98% indicated unwillingness to have anything to do with a gang. Such a curriculum must effectively deglamorize the gang lifestyle and provide realistic alternatives and support.

**Include Other Important Student Curriculum Components**, such as:

Training in problem solving and good decision making,
Pro-social skills training, values education,
Non-violent conflict resolution methods and practice,
Education in AIDS / STD prevention and personal safety,
Incentives and support for academic performance.

### Provide Relevant Inservice Training for Teachers and School Staff.

- Gang related information and implications must be provided.
- Bring in neighborhood leaders for joint problem solving.
- Training in how to interact with gang members is critical.

## What Should We Remember in Relating Individually to a Gang Member?

### Keep Cool.

- Emotionality conveys lack of self control; take it easy.
- Use humor if appropriate, but never "put down" or humiliate.

### Show Personal Respect Without Attempting To Intimidate.

Gangs place great emphasis on respect. When walking through another gang's territory, members may tilt their hat or drape their sweater over the arm to indicate respect for the gang in that area. Members are likely to return the respect given them by adults. Life Space Intervention (Wood

& Long, 1991) describes a useful framework for talking respectfully with youth in crisis.

### Remember Not to Threaten.

Threats do not work. Gang members feel powerful and everlasting. Most members are likely to say what one Cleveland member said when told he was likely to end up getting shot: "Not me; I won't get hurt." And if threatened with disciplinary action, they may well "up the ante" with a greater threat or demonstrate that our threats are empty ones.

### Be Someone Who Cares, But Don't Come on as a Therapist.

Relationships are important, but degrees are "a laugh" to gang members. If asked "What's happening?" they may tell about their concerns. If asked to talk about their feelings, they are likely to quit talking. Make your caring sincere; students have excellent "phoniness detectors." Listen well.

### Point Out What Youth Pay for What They Get from Gang Membership.

The economic and protective benefits of gangs are difficult to dispute, but the loss of personal independence may not be clear to them. As Nick Long said to some PEP staff and students, "Once you're in a gang, they own you. You've gone back to slavery. Nothing in a gang is free, and no one in a gang is independent. Join a gang and they've won; you got beat!"

### Don't Be Afraid to be Appropriately Assertive.

In the gang arena, fear invites intimidation. After a two year study of Ohio youth gangs, C. Ronald Huff (1989) put it this way:

"Contrary to much 'common wisdom,' teachers who demonstrate that they care about a youth and then are firm and fair in their expectations are rarely, if ever, the victims of assaults by gang members. Rather, it is those teachers who 'back down' and are easily intimidated who are more likely to be the victims of assault. During two years of interviews, not one gang member ever said that a teacher who insisted on academic performance (within the context of a caring relationship) was assaulted. Such teachers are respected far more than those perceived as 'weak,' and 'weakness' generally represents a quality to be exploited by gang members in an almost Darwinian fashion, much as they select targets on the street. (p.531)"

Many individuals lack assertive responses in situations where they are needed; rather, they progress from passive to aggressive behavior, both of which are nonproductive. If appropriate assertiveness is a problem for you, obtain some assertiveness training. But remember that being assertive does not mean acting tough. Acting tough presents a challenge for counter-aggressive action from students, and only makes things worse.

ORLANDO
DIE

*Illustration by Don Shelton 17-years-old*

Use the Conflict Cycle (Long, 1979) to analyze behavior in a situation and to choose how we should respond so as not to escalate a problem. The Conflict Cycle suggests we try to understand the youth's view of himself and how the world operates. Then we can better predict his feelings and interpret his observable behavior following a stressful incident. This information can help us to react in ways which do not confirm his expectations and thus avoid reinforcing his inappropriate behavior in that situation.

### Don't Ask Them to Do Things They Cannot Do.

Asking a student to pursue an unrealistic goal is likely to blow an adult's credibility. We cannot ask a member (or recruit) to leave (or not join) a gang where following our advice will probably get him killed. We may help him find ways to minimize his involvement and to seek other support.

Likewise, when setting academic expectations, we must make sure tasks are feasible for individual students and provide face-saving assistance where it is needed. Students are more likely to cause trouble and less likely to cooperate if academic demands are either too high or too low for them.

### Allow Students Choices Which Enable Them to Save Face.

Maintaining the respect of their peers and, therefore, their self respect are constant primary objectives of gang members. Any other person who humiliates them is violating their integrity and therefore creating enemies.

## What Can Citizens and Parents Do?

### Citizens Can Join Each Other to Act on Their Concerns about Gangs.

A great deal can be done together, but action requires unity and courage. A Chicago Police Department paper says, "Remember this — a street gang is only as strong as the community or neighborhood permits it to be." But remember, the first step in solving a problem is acknowledging that there is a problem. Community awareness is a critical first task if you expect to bring people together to meet a need.

Contact with sources of gang information (like those described in this issue) can provide leads to places where citizen action has paid off. For example, the city of Paramount, California, paired its anti-gang school curriculum with neighborhood meetings for parents — providing parents and citizens with information, resources, support, and positive contact with law officers. Cleveland, Ohio, has established a gang hot line for anyone with a gang-related question or concern. A wide variety of information or community resource contacts can be obtained through the hot line.

Community agents can assist an individual in relocating if moving is what is required to leave a cult or gang. If asked, individuals and groups in the community may well agree to fund action which helps a youth or family escape cult or gang entrapment. Some communities have plastic surgeons who volunteer their services to remove gang or cult identifying tattoos for individuals seeking to leave the group.

High risk target areas can be identified by locating the zip codes where there are disproportionate numbers of prison commitments, correctional placements, mental health residential placements, and numbers on public assistance. In order to reduce the vulnerability of these areas to gangs, services should be provided which strengthen families and social institutions and which improve job opportunities. Organize campaigns to call or write local or national congressmen; inform them and let them know what you expect.

Neighborhood individuals, churches, community agencies, and social groups can work together with schools, parents, and law enforcement agencies. A note of warning from a Chicago police officer — members of the Guardian Angels (neighborhood self-protective groups) can be gang "disciples" (low level involvement gang members), who can keep the gang informed and allow them access and protection when requested.

The influx of national drug-based affiliations has made the problem a national, state, and community issue. Citizens need to look for positive action which can be taken at each of these levels. One critical action is to inform your legislators, both about the problem and some of the helpful actions other communities have found.

### Parents Have Some Options.

Caring parents can find hope in community support. They can be encouraged to:

- Spend time with their kids and find out what happens after school. Work to build and keep trust, a "You can tell me anything" relationship. (Such a relationship cannot last, however, if parents make demands they cannot enforce, such as "You are going to get out of that gang!") Make sure each child has someone to talk to.

- Dress children in "safe" clothing; if they go to school wearing gang colors, they may be victimized. Don't purchase clothing in gang colors; often this includes college or professional sports team wear which has been "adopted" by a gang. Make sure parents are informed about the specifics of gang dress in their community.

- Check their home for gang signs and symbols; flipping mattresses can be a good idea. Parents can be encouraged to call police if they see anything suspicious (such as beepers, ammunition, or gang identifiers).

- Never permit youth to hold or attend non-chaperoned parties. Notify police ahead of parties. Parents can arrange for several male adults to be present. They can send out invitations to be collected at the door. They should check washrooms for hidden contraband, such as alcohol or drugs.

- Monitor what children and youth watch on television, and the movies they see. Parents can select some programs and place limits on viewing. They also need to talk with children about violence in entertainment media. Children need to discuss the fact with adults that violence in television entertainment is not reality. Violence as a means of getting what one wants needs to be actively de-glamorized by trusted adults, since it is highly glamorous as presented in most media.

### Work with Your Police Officers, and Value Their Jobs.

Youth (and adults) learn to view law enforcement officials in stereotypic ways from the people around them, as well as from the media. Find positive ways to bring citizens into contact with police officers, and demonstrate productive problem solving with them about your community's needs. Let police know you are willing to join with them in acting preventively. Make sure your verbal references to law enforcement and your behavior with officers provide constructive models to others.

### Let Media Sources Know What You Expect from Them.

We are inundated by movies and television with increasingly violent and graphic "entertainment" and "news". Despite massive evidence of their destructive influence on our nation's children and adults, these still comprise the major portion of how our citizens spend their leisure time. Let your local stations, national networks, major movie production companies, and sponsoring businesses know what you think and what you want them to do. Contact them both as an individual and jointly with citizen groups.

### Make Sure Prosocial Peer Group Opportunities Are Available.

Children and youth need identification,

security, and activity which compete with less desirable options. Work to provide community youth organizations which have busy schedules of activities and prosocial adult models. Encourage Boy Scout troops, church youth groups, prosocial clubs, and arts or special interest groups to which students can belong. Use school facilities as community centers where productive social contacts can be provided, and make sure security is present. Keep kids busy with productive activity!

---

## *Resources for Further Information*

### PUBLICATIONS

*The following are recent publications with much to offer you in further inquiry on this topic area.*

**Bendtro, L., Brokenleg, M., & Van Bockern, S. (1990). *Reclaiming youth at risk: Our hope for the future*. Bloomington, IN: National Educational Service.**

**Goldstein, A.P. (1991). *Delinquent gangs: A psychological perspective*. Champaign, IL: Research Press.**

**Goldstein, A.P. (1990). *Delinquents on delinquency*. Champaign, IL: Research Press.**

**Huff, C.R. (ed.) (1990). *Gangs in America*. Newbury Park CA: Sage Publications.**

**Jankowski, M.S. (1991). *Islands in the street: Gangs and American urban society*. Berekeley, CA: University of California Press.**

**Kotlowitz, A. (1991). *There are no children here: The story of two boys growing up in the other America*. New York: Doubleday.**

**Prothrow-Stith, D. (1991). *Deadly consequences*. New York: Harper Collins Publishers.**

**Watson, R.S., Poda, J.H., Miller, C.T., Rice, E.S., West, G. (1990). *Containing crisis: A guide to managing school emergencies*. Bloomington, IN: National Educational Service.**

**Wood, M.W. & Long, N.J. (1991). *Life Space Intervention: Talking with Students in Crisis* Austin, TX: ProED, Inc., Publishers.**

### ANTI-GANG CURRICULA

*Two resources for anti-gang curricula or curricular components which you may find useful are listed below.*

**The Paramount Plan: Alternatives to Gang Membership**
**Human Services Department, City of Paramount**
16400 Colorado Avenue
Paramount, CA 90723
Phone (213) 531-3503

The Prepare Curriculum, Edited by Arnold P. Goldstein,
**Research Press**
2612 North Mattis Ave.
Champaign, IL 61821
Phone (217) 352-3273

### INFORMATION SOURCES

*Following are some agencies and programs who make available information useful in gang-related decision making.*

**Center to Prevent Handgun Violence**
1225 Eye Street, NW, Suite 1100
Washington, DC 20005
Phone (202) 298-7319

**Center to Prevent Handgun Violence**
(continued)
800 South Claremont #201
San Mateo, CA 94402
Phone (415) 342-2408

10951 West Pico Blvd. #201
Los Angeles, CA 90064
Phone (213) 475-6714

**Chicago Police Department**
**Bureau of Community Services**
Preventive Programs
1121 South State Street
Chicago, IL 60605
Phone (312) 744-5490

**Gang Awareness Resource Program**
**Los Angeles County Sheriff's Office**
11515 S. Colima Road
Whittier, CA 90604
Phone (213) 946-7916

**National School Safety Center**
**Pepperdine University**
Malibu, CA 90265
Phone (818) 377-6200

**Task Force on Violent Crime**
**Rockefeller Building, Suite 300**
614 Superior Avenue, NW
Cleveland, OH 44113
Phone (216) 781-2944

**U.S. Department of Health and Human Services**
Public Health Service
Centers for Disease Control
National Center for Health Statistics
6525 Belcrest Road
Hyattsville, MD 20782

### Sources and References for this Paper

**Materials from the Chicago Police Department (1988).**

**Materials from Cleveland, Ohio's Task Force on Violent Crime (1990 & 1991).**

**Huff, C.R. (1989) "Youth gangs and public policy." *Crime and Delinquency*, Vol. 35, No. 4 (October), Pages 524-537.**

**Long, N.J. (1979) "The conflict cycle." *The Pointer*, Fall 1979, Pages 6-11.**

**Wood, M.W. & Long, N.J. (1991). *Life Space Intervention: Talking with Students in Crisis* Austin, TX: ProED, Inc., Publishers.**

*Help keep them safe! Project Yes! gang violence and drug prevention curriculum.* (1994). Costa Mesa, CA: Orange County Department of Education.

MATERIAL NOT COPYRIGHTED

# *Project YES! Yes to Education and Skills*
# *Gang Violence and Drug Prevention Curriculum*

## *Contents*

## *Grade 2*

Foreword

Preface

Acknowledgements

*Page*

I. Training Manual T1

II. Grade Two Gang Violence and Drug Prevention Lessons

- True To Me L1
- Meet My Family L6
- Feelings: We've All Got Them L15
- Friends and Folly L26
- I Can Help L33

III. Videotapes Supporting the Gang Violence and Drug Prevention Curriculum V1

IV. Audiotapes Supporting the Gang Violence and Drug Prevention Curriculum A1

V. Computer Program Supporting the Gang Violence and Drug Prevention Curriculum: *Enrique* S1

VI. Resources

- Annotated Literature List R1
- University of California, Irvine (UCI), PACT Project Drug Prevention Lessons Supporting the Gang Violence and Drug Prevention Curriculum R15
- Curricula Resources R22
- Extracurricular and Nonclassroom Activities R26
- Media Resources R30
- Parent Resources R37

VII. EBBS

- Electronic Bulletin Board: Drug/Gang Curriculum Resource Directory E1

# Meet My Family

## Overview

Students will enhance their sense of self-esteem and self-awareness by participating in activities that foster acceptance of differences through exploration of family. Working in pairs and as a whole group, students will have an opportunity to identify their own family traits, share them with their classmates, and gain appreciation and acceptance for all families. Students will use their oral and written communication skills as well as artistic expression to depict their families by creating the "Meet My Family" book. Sharing the books with their teachers and classmates will further enhance this positive experience.

## Curriculum Connections

**English-Language Arts**

- Developing a broader oral vocabulary
- Listening to peers share writing in "Meet My Family" book
- Reflecting on experiences through writing
- Reading stories aloud

**History-Social Science**

- Respecting each person's personal history
- Developing cultural literacy
- Identifying one's cultural heritage
- Developing group interaction skills

## Academic Objectives

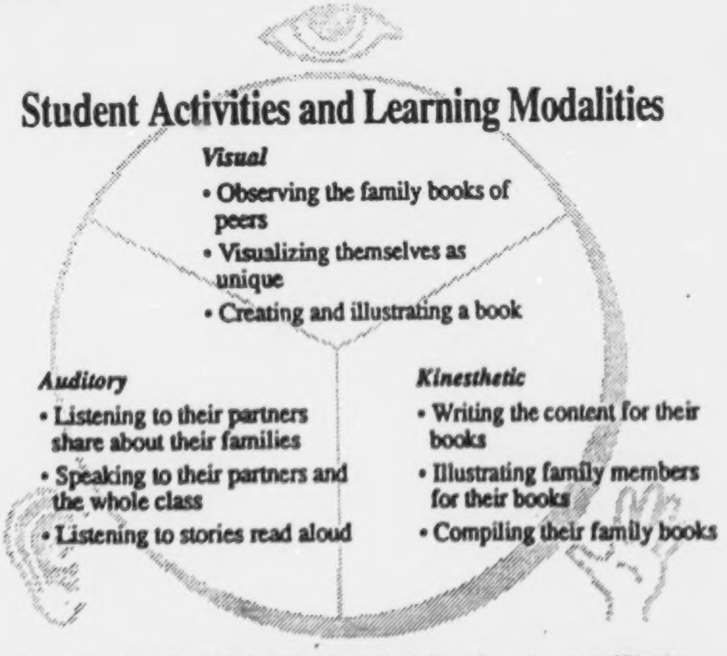
Students will:

1. define the meaning of family and identify some of the things that a family provides for children.
2. create a book that describes special and positive characteristics of their families.
3. share their books with their partners and the whole group and discuss how families are alike and how they are different.
4. develop understanding and acceptance for all kinds of families.

## Prevention Objectives

Students will:

1. increase the development of self-esteem by identifying how their families are unique and different.
2. develop a sense of connectedness with others based on their differences and similarities.
3. build group inclusion by each member sharing something about their culture and family life experience.
4. build cultural literacy by learning about cultural differences and similarities.



## Student Activities and Learning Modalities

*Visual*

- Observing the family books of peers
- Visualizing themselves as unique
- Creating and illustrating a book

*Auditory*

- Listening to their partners share about their families
- Speaking to their partners and the whole class
- Listening to stories read aloud

*Kinesthetic*

- Writing the content for their books
- Illustrating family members for their books
- Compiling their family books

Funded by the Governor's Office of Criminal Justice Planning through the Orange County Department of Education.

# *Project YES! Yes to Education and Skills Gang Violence and Drug Prevention Curriculum*

## *Contents*

### *Grade 4*

Foreword

Preface

Acknowledgements — *Page*

I. Training Manual — T1

II. Grade Four Gang Violence and Drug Prevention Lessons
- Street Smart/Really Smart — L1
- Cultural Partners — L8
- I Want to Tell You Something — L15
- Take a Closer Look — L24
- What's Important to Me — L31

III. Videotapes Supporting the Gang Violence and Drug Prevention Curriculum — V1

IV. Audiotapes Supporting the Gang Violence and Drug Prevention Curriculum — A1

V. Computer Program Supporting the Gang Violence and Drug Prevention Curriculum: *Enrique* — S1

VI. Resources
- Annotated Literature List — R1
- University of California, Irvine (UCI), PACT Project Drug Prevention Lessons Supporting the Gang Violence and Drug Prevention Curriculum — R15
- Curricula Resources — R22
- Extracurricular and Nonclassroom Activities — R26
- Media Resources — R30
- Parent Resources — R37

VII. EBBS
- Electronic Bulletin Board: Drug/Gang Curriculum Resource Directory — E1

# *Street Smart/Really Smart*

## Overview

Students will discuss the presence of weapons and violent situations at home and in the community. They will share personal experiences with danger and suggest ways that can demonstrate how they are responsible members of the community. Students will be asked to critically view television programs one week prior to lesson delivery.

## Curriculum Connections

**History-Social Science**

- Developing problem-solving and critical-thinking skills
- Identifying situations that involve risk
- Determining the best choices of action
- Developing responsibility for self and others

**English-Language Arts**

- Expressing reasons for choices
- Participating in small group discussion
- Expressing thoughts through creative writing and story completion
- Relating learning to real-life situations

## Academic Objectives

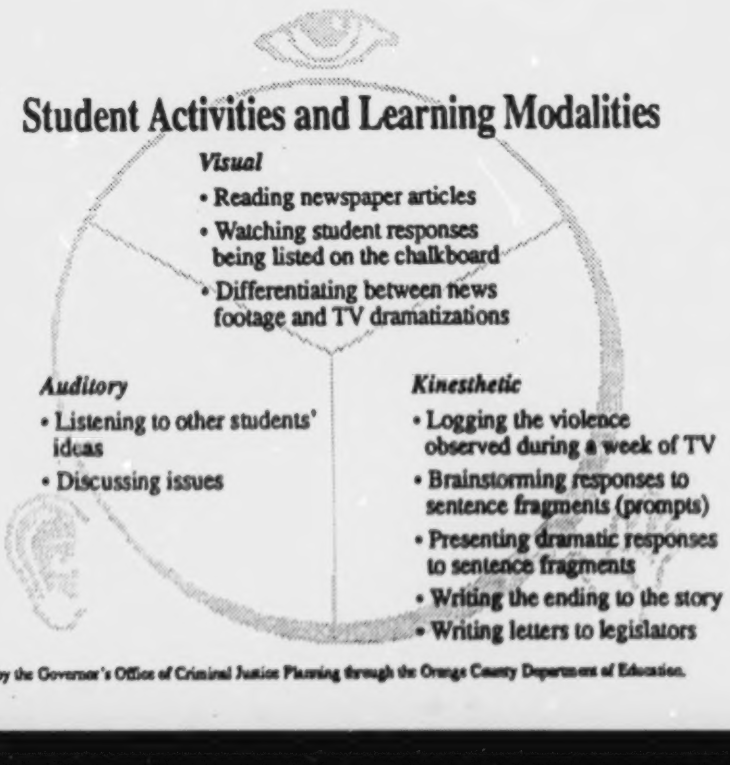
Students will:

1. identify ways to be safe in the community.
2. develop strategies for reporting danger.
3. analyze how violence is depicted in the media.

## Prevention Objectives

Students will:

1. develop awareness of how to be personally responsible in the community.
2. recognize potentially harmful situations.
3. practice safe responses in the presence of weapons or danger.
4. demonstrate an understanding that each person has the right to a safe and secure environment at home, at school, and in the community.



## Student Activities and Learning Modalities

*Visual*

- Reading newspaper articles
- Watching student responses being listed on the chalkboard
- Differentiating between news footage and TV dramatizations

*Auditory*

- Listening to other students' ideas
- Discussing issues

*Kinesthetic*

- Logging the violence observed during a week of TV
- Brainstorming responses to sentence fragments (prompts)
- Presenting dramatic responses to sentence fragments
- Writing the ending to the story
- Writing letters to legislators

Funded by the Governor's Office of Criminal Justice Planning through the Orange County Department of Education.

# Project YES! Yes to Education and Skills
# Gang Violence and Drug Prevention Curriculum

## *Contents*

## *Grade 6*

Foreword

Preface

Acknowledgements *Page*

I. Training Manual T1

II. Grade Six Gang Violence and Drug Prevention Lessons
- All Too Human Me L1
- Critical Viewing L10
- Knowing the Risks L17
- Is Everybody Doing It? L26
- Empower Your Dreams L33

III. Videotapes Supporting the Gang Violence and Drug Prevention Curriculum V1

IV. Audiotapes Supporting the Gang Violence and Drug Prevention Curriculum A1

V. Computer Program Supporting the Gang Violence and Drug Prevention Curriculum: *Enrique* S1

VI. Resources
- Annotated Literature List R1
- University of California, Irvine (UCI), PACT Project Drug Prevention Lessons Supporting the Gang Violence and Drug Prevention Curriculum R15
- Curricula Resources R22
- Extracurricular and Nonclassroom Activities R26
- Media Resources R30
- Parent Resources R37

VII. EBBS
- Electronic Bulletin Board: Drug/Gang Curriculum Resource Directory E1

# *Is Everybody Doing It?*

## Overview

Students will identify people who try to influence them and learn to tell the difference between productive and nonproductive influences. They will examine the aspects of their lives that are subject to influence and the motives of those who try to influence them. They will learn to think for themselves, and not follow the crowd or give in to peer pressure. Students will weigh the facts and make informed decisions for their lives, present and future. They will develop strategies that will enable them to say NO while maintaining positive relationships.

## Curriculum Connections

**History - Social Science**

- Identifying social groups that influence one's choices
- Accepting responsibility for oneself
- Critical thinking about peer pressure
- Predicting probable consequences

**English - Language Arts**

- Working in cooperative learning groups
- Developing assertive verbal strategies
- Discussing approaches used to influence the behavior of others
- Writing about group responses

## Academic Objectives

Students will:

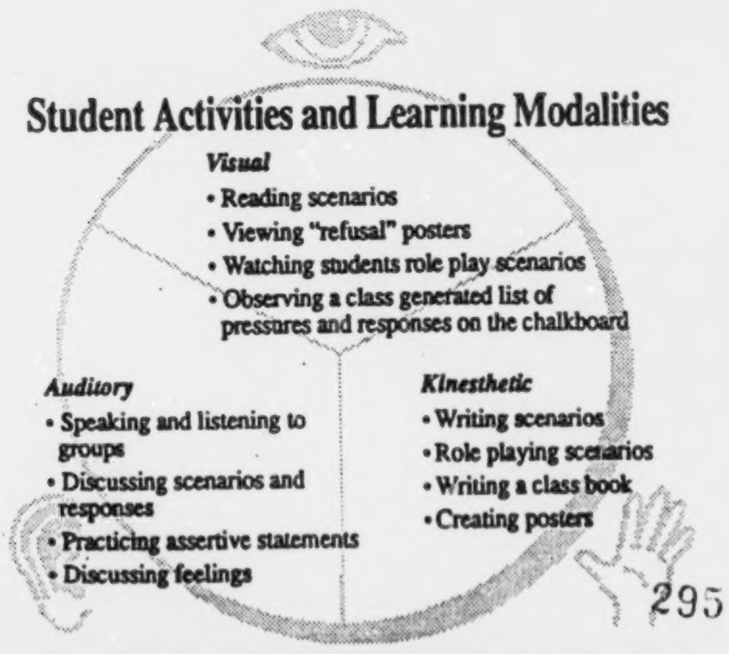
1. develop refusal strategies.
2. develop critical thinking skills which assist in identifying activities that are destructive to the student, family, school, and community.
3. understand that conformity has positive and negative connotations.

## Prevention Objectives

Students will:

1. realize that they have the power to decline the offerings and expectations of peers and the media.
2. practice assertive verbal strategies needed to refuse enticements.
3. recognize that conformity means acceptance and security and that one may feel insecure and confused when refusal skills are employed.
4. demonstrate that nonconformity and individualism deserve respect and will not prevent one from having friends.

## Student Activities and Learning Modalities



***Visual***

- Reading scenarios
- Viewing "refusal" posters
- Watching students role play scenarios
- Observing a class generated list of pressures and responses on the chalkboard

***Auditory***

- Speaking and listening to groups
- Discussing scenarios and responses
- Practicing assertive statements
- Discussing feelings

***Kinesthetic***

- Writing scenarios
- Role playing scenarios
- Writing a class book
- Creating posters

295

Funded by the Governor's Office of Criminal Justice Planning through the Orange County Department of Education.

Portland Public Schools. (1993). *Gang awareness and intervention activities.* Portland: Portland Public Schools Publication Services.

**MATERIAL NOT COPYRIGHTED**

# I.

# GANG AWARENESS ACTIVITIES

## For Students in Fifth and Seventh Grades

Portland Public Schools
Matthew Prophet, Superintendent

Student Services Department
Carolyn Sheldon, Assistant Director

Name of Activity: **SELF ASSESSMENT**

Suggested Grade Level: Grades 6 through 8

Time: 20 to 40 minutes

Objective:

- Students will examine their attitudes relative to gang indicators through discussion.

Materials Needed: Handout - "Gang Response Survey"

Procedure:

A. Presenter explains that it is important to know what our individual attitudes are about issues that affect us personally and as a group. In this short lesson, the issue is gangs.

B. Hand out the "Gang Response Survey." Instruct students that they do not have to put their names on the papers, but that they will be collected to allow for further discussion. The teacher may allow students to fill out the survey unassisted or may read each statement aloud.

C. Explain that no judgements or penalties will be placed on students for the attitudes they share, but that all participants may ask questions to better understand the reasoning behind the answers.

D. Collect all student papers and discuss selected survey questions. This may be accomplished by asking students which questions they would like to discuss before the papers are collected. Read a statement and allow students to discuss the reasons for their answers. Do not allow students to put each other down, use threatening language, or gang signs or talk.

E. At an appropriate moment end the lesson by summarizing both the positive and negative attitudes cited by students. Let students know that their attitudes and behaviors help shape our community.

## GANG RESPONSE SURVEY

**PLEASE CIRCLE THE ANSWER WHICH MOST CLOSELY MATCHES YOUR FEELINGS:**

| | | | | |
|---|---|---|---|---|
| 1. | I think it is all right for someone to write graffiti. | Yes | Don't Know | No |
| 2. | I enjoy participating in recreation sports, church or school programs with others my age. | Yes | Don't Know | No |
| 3. | I would like to have a tattoo. | Yes | Don't Know | No |
| 4. | I feel good about my friends joining a gang. | Yes | Don't Know | No |
| 5. | I feel good about working hard and doing my best in school. | Yes | Don't Know | No |
| 6. | It is OK if my brother or sister joins a gang. | Yes | Don't Know | No |
| 7. | It would bother my parents if I joined a gang. | Yes | Don't Know | No |
| 8. | If my friends were using drugs and wanted me to, I would. | Yes | Don't Know | No |
| 9. | If my friends join a gang, I would too. | Yes | Don't Know | No |
| 10. | I would feel good about myself if I joined a gang. | Yes | Don't Know | No |
| 11. | I would like to join a gang. | Yes | Don't Know | No |
| 12. | I would like to miss a lot of school. | Yes | Don't Know | No |

## Gang Intervention Activity

Name of Activity: **TIGHT SPOTS AND TOUGH PEOPLE**

Suggested Grade Level: 3rd - 4th

Time: 30 - 45 Minutes

Objective: Students will learn how to get out of "tight" spots and away from "tough" people.

Materials Needed:
- "Gang Awareness" video available through PPS Alternative Education Office, 280-5783
- Videocassette recorder
- Copies of Pittman's Pointers (attached)

PROCEDURE:

I. Introduction

A. Have students share situations when they may be confronted by gang members or bullies of any sort.

B. Introduce the "Gang Awareness" videotape. Tell students that they can learn what to do and how to handle themselves when they are confronted by gang members or bullies.

C. Show "Gang Awareness" videotape

II. Conduct group discussion related to videotape.

A. Review the following questions with students:

1. How should you walk? Where should your hands be? Why is that important?

2. If you are cornered, where should you be looking? Why?

3. Why is it important to agree with the bullies/gang members?

4. What does it mean to "swallow your pride?"

5. Why should your knees be flexed?

6. How do you feel about retreating?

7. What are some safe places in your neighborhood? (Letter carriers and bus drivers can help; Block homes)

8. What was said in the videotape about carrying a weapon?

9. What is the telephone number of the gang hotline? (248-GANG)

B. Ask students, "What else can you do to keep yourself safe?" Elicit student responses.

III. Pittman's Pointers - (Optional) Distribute & discuss handout with students.

| | | | | |
|---|---|---|---|---|
| 13. | It matters to me what other people my age think of me. | Yes | Don't Know | No |
| 14. | I would like to have a tattoo put on me with the name of the gang from the neighborhood I live in. | Yes | Don't Know | No |
| 15. | People would care if I joined a gang. | Yes | Don't Know | No |
| 16. | If my friends were writing graffiti and wanted me to, I would. | Yes | Don't Know | No |
| 17. | There is nothing really wrong with gangs. | Yes | Don't Know | No |
| 18. | Being part of a gang would be fun. | Yes | Don't Know | No |
| 19. | I am sure if I joined a gang it would not bother my parents. | Yes | Don't Know | No |
| 20. | It is OK to use drugs (heroin, PCP, paint sniffing). | Yes | Don't Know | No |
| 21. | If the gang members in my neighborhood asked me to, I would hang around with them. | Yes | Don't Know | No |
| 22. | I would do what the kids in my neighborhood do just to be accepted by them. | Yes | Don't Know | No |
| 23. | I think I would feel important if I joined a gang. | Yes | Don't Know | No |

The "Gang Response Survey" is reprinted with permission from Tom Thomas, Reaching the Reluctant/Discouraged Learner.

# Appendix D
# Safe Schools

Furlong, M., Morrison, R., & Clontz, D. (1993, Spring). Planning principles for safe schools , *School Safety*, pp. 23 - 27.

**REPRINTED WITH PERMISSION OF THE NATIONAL SCHOOL SAFETY CENTER**

**BY M. FURLONG, R. MORRISON AND D. CLONTZ**

*Eight essential principles of school safety planning apply to all school environments. From these principles, site-specific plans can be developed to help create secure, peaceful campuses.*

# Planning principles for safe schools

School personnel have the special relationship of *in loco parentis* with the children they serve. As such, they are legally and morally bound to provide care that reflects parental standards of protection and nurturance.[1] Enough has been written about school safety to know that schools' efforts to foster the safety and security of students demand careful thought and planning.[2]

This need cannot be expressed more clearly than by the response of students to youth-related shootings that occurred in Los Angeles during the winter of 1993. One student expressed a particularly chilling commentary in reaction to the shooting of a fellow classmate: "I think about how I want to die. I don't want to get shot, but if I do, I want to get shot in the head right here (pointing to forehead), so I die instantly."[3]

In addressing the pressing need to create safer and better schools, the quest for a school safety "magic wand" may be a quixotic one. An illustrative example is what has happened in the Los Angeles Unified School District during the 1992-93 school year. In widely publicized incidents, two LAUSD students were shot and killed: one in a classroom and the other in a hallway. In reaction to these tragic events, the school board implemented a gun screening program using metal detectors, a practice used by one-fourth of the major school districts in the United States.[4]

*Michael J. Furlong, Ph.D., is associate professor of education at the University of California, Santa Barbara. Richard L. Morrison, Ed.D., is coordinator of pupil and administrative services, Ventura County (California) Schools. Donna Clontz, J.D., is director of the Ventura County Sheriffs Association.*

Metal detectors are helpful because they provide increased security on the school campus and they provide a promise to create safer schools. Metal detectors and other focused programs, however, are not school safety magic wands. In the effort toward creating safe schools, there is little alternative to old-fashioned hard work as each school must examine its unique campus conditions and devise a plan to maximize its safety and hospitality.

This is not to say that schools cannot learn from one another's efforts to develop comprehensive school safety plans. During the past five years, the Ventura County (California) Superintendent of School's Office has facilitated efforts to evaluate school safety needs and to implement site-specific plans to decrease safety risks and to increase effectiveness at a number of school sites.

A result of these planning efforts is the identification of principles of school safety planning that apply to all types of schools, from rural to urban communities. These eight essential principles of comprehensive planning for safe, secure and peaceful schools are outlined on page 25.

**School safety: a personal experience**
When dealing with the topic of school safety, there is a tendency to become preoccupied with constitutional guarantees, legal mandates, crime statistics and required planning processes. It is easy to overlook the fact that school safety begins at the individual level — that it is a personal experience, not just an objective reality. Although crime statistics and legal mandates have a very important part in safe school planning, it is important to keep in mind that safe schools fundamentally are places in which the needs of each individual — student, staff, parents — are being met.

Safe schools *do* have conflicts and disagreements, but they also have developed procedures to handle adversity by respecting each person's rights. For this reason, it is reasonable to assume that school safety actually begins with each person's subjective feelings of physical safety in the school environment and extends to include social acceptance, a supportive environment and opportunities for growth and development.

Day in and day out we all live with certain levels of risk. An important first step in developing a school safety plan is to acknowledge that regardless of the objective safety of the school, individual

***REPRINTED WITH PERMISSION***

perceptions of the school environment will differ. School safety is not just a campus condition, it depends heavily on hopes, expectations, dreams and personal experience, particularly victimization.

**Multiple causes**

What comes to mind when people think of the word "safety?" A place, situation or person is usually thought to be "safe" if no harm is expected to come from contact with that place, situation, or person. At the core of the "safety" construct is the notion of avoiding harm.

Harm in schools can vary by type and source. There are three common types of harm in a school setting. First, physical harm includes bodily injury or health threats, such as injury from falling from playground equipment, victimization by a drive-by shooting or exposure to environment pollutants.

Second, personal harm is the damage done to a person's self-concept or self-esteem as a result of personal failure, social rejection or isolation, such as being ridiculed by peers or embarrassed by the failure to answer a question in the classroom.

Third, developmental harm refers to events or conditions that prevent or inhibit children from achieving their maximum physical, social or academic potential.

Three primary sources of safety threats and risks exist. Accidental sources are unintended and unanticipated events that cause harm. Children tripping on untied shoelaces and scraping their knees are common examples.

Negligent sources of harm refer to damage resulting from acts of omission, that is, failure to correct potential hazards or conditions on the school campus. Examples of negligent harm are injuries resulting from stepping into holes in the schoolyard, unpruned trees falling down and injuring someone or poor maintenance of campus electrical wiring that results in fire or an explosion.

Purposeful sources of harm are those that result from deliberate actions. Gang activity, being beaten by a bully, and being teased and taunted by peers are examples of purposeful harm. When school safety is perceived as the avoidance of harm, it is readily seen that it has multiple sources and is much more than crime and violence prevention.

**A continuum of threats and risks**

If school safety does not stop where the threat to personal and physical harm ends, then it is important to develop an expanded view of school safety. This perspective led to the conceptualization of school safety as a continuum with a number of different levels.[5] At one end of the continuum are physical threats, and at the other end are threats to personal growth and self-determination, including the following major levels of risks:

- life endangering threats;
- physical harm;
- personal-social intimidation and menace;
- individual isolation and rejection;
- opportunities and support;
- school success and productivity; and
- personal and social self-determination.

School safety involves being vigilant about what happens in the school environment and being sensitive to how campus conditions might cause harm. However, just as physicians today emphasize the importance of promoting health in addition to preventing disease, so schools should strive to enhance the effectiveness of their educational programs for the whole child.

The core of school safety focuses on avoidance of harm, but there is a threshold at which concerns about threats of risks of harm merge with efforts to enhance the school environment and make the school more effective — a better, more inviting place to be.

**Planning is comprehensive**

As the level of risk continuum discussed above shows, each school can identify an appropriate level of planning that addresses the predominant level of risk for harm in the school environment. What is needed to assist this process is a comprehensive planning model that is general enough to address various levels of safety threats and risks.

Such a comprehensive planning model for safe schools is presented in *Safe Schools: A Planning Guide for Action*[6] and "Broadening the scope of school safety."[7] These documents describe an integrative, general planning model with these four dimensions: student and staff personal characteristics; school physical environment; school social environment; and school cultural environment.

**Planning involves everyone**

Given the complex social conditions affecting schools in contemporary society, educators alone cannot shoulder the burden of reducing school crime and implementing comprehensive school safety plans. The development of safe schools requires the collaboration of school and community individuals, including school staff, students, parents, and representatives from health care , law enforcement and other public and private agencies.

Another important aspect of safe school planning is the alignment of safe school plans within and between districts across all grade settings. Elementary and secondary schools need to coordinate their efforts to prevent school crime and to enhance each school's safety. Cost efficient safe school plans are not possible without an alignment of efforts at all levels of education.

The need for safety planning alignment is supported by the most recent California school crime statistics.[8] They show that crimes reported on elementary school campuses account for 23 percent of all reported school crimes in 1989-90. Compared with secondary schools, elementary schools had higher rates of vandalism and burglary. Elementary schools also were the location of at least 30 percent of the crimes in each of these categories: theft from school, sex offenses and arson. As these figures show, crime occurs at all levels of the public school setting.

Although some school crimes, such as substance abuse and weapon possession, occur primarily at the secondary school level, they begin much earlier. Thus, there is the need to develop school safety programs that cut across all school settings. In fact, safety prevention makes the implementation of comprehensive planning efforts in elementary schools an imperative.

**Systematic and ongoing planning**

School safety planning assumes that there will be a continuous process of re-evaluation, adjustment, modification, and improvement of conditions in the school environment. This planning process monitors all of the four school climate and safety dimensions discussed above to identify areas of critical need. It is acknowledged that limited resources preclude immediate responses to all safety concerns, but those requiring immediate attention are fully monitored.

School safety planning also is systematic. This systematic approach means that the pressure to immediately evaluate and select a course of action or intervention is avoided. Careful efforts are made to engage in "pre-action" stages of the planning process by building a consensus for the need to integrate safety planning efforts with other school improvement efforts. A "vision," or the development of principles to guide the safety planning process, is also formalized before specific safety concerns or plans of action are discussed. When this strong foundation is developed, the school community then engages in a process that includes assessment activities, selection of actions and evaluation.

**A problem-solving process**

Safe school planning is primarily a problem-solving activity. Concerns are identified and the safe school committee selects appropriate strategies and actions. Typical problem-solving activities include the following components. (See box on page 26.)

***Establishing the committee.*** The first consideration of the committee is to make certain that representatives of all constituencies affected by the plan participate in its development. Because of the urgency to resolve school safety problems, state and district personnel may be tempted to overlook the need for participatory planning at the school site level. Invite representatives from law enforcement, probation, the district attorney's office, fire department and health care professionals, parents, students and others to join the safe school committee.

***Encouraging cooperation.*** Typically, the safety committee participants will ask themselves: What will be expected of me? Can I contribute to this group? Can we work together? Will the committee's efforts be worthwhile?

Chairpersons can begin by disclosing their own concerns about the committee's purposes and procedures. Another way to begin is to simply ask committee members to share what they need from one another in order to have a successful committee experience. Participants frequently express the following needs:

- courtesy, respect, understanding and support from others;
- acceptance and tolerance of different points of view;
- a sense of working together among all group members;
- freedom to question and ask for explanations; and
- assistance from the chairperson in structuring tasks.

In effect, the safe school committee's cultural and social organization characteristics are given shape and substance through the sharing of perspectives and formation of agreements about how the committee will proceed.

---

## Eight Principles of Safe School Planning

School safety is a personal experience.
School safety threats and risks have multiple causes.
School safety threats and risks fall on a continuum.
School safety planning is comprehensive.
School safety planning involves everyone.
School safety planning is ongoing.
School safety planning is a problem-solving process.
Strive for the ideal — do what is possible.

---

***Identifying the mission.*** Building a safe school plan formally begins when the committee determines its mission. If everyone wants to achieve the same outcome, there is a strong desire for the group to stick together. The group's ability to imagine what the ideal safe school would look like, feel like and sound like is crucial to creating a successful safe school action plan.

***Creating the vision.*** The advantage of viewing safety concerns as discrepancies between the way things are and the way one would like them to be is that this approach enables a group to share a common vision — a clear sense of the importance of a safety plan successfully implemented.

The mission identification process can begin by simply asking group members to share their hopes, wishes and desires about making their school better and safer. Where should attention be focused? What would really make a difference at this school? What is the most important thing to do to improve our school? What should students remember most about our school? After brainstorming, the group leader should help the group identify major themes and commonly held hopes and wishes for the school.

***Collecting and interpreting data.*** Once the safe schools committee has refined a shared vision of a safe school, it is important to reach out to the school community and seek the opinions of teachers, staff, students, parents and other community individuals. Procedures to collect and interpret data are established to create a sense of order out of the numerous sources of information available, gather information in an efficient manner, and take a fresh and objective look at the school environment.

The act of seeking opinions sends the message that there is concern for the school community and a commitment to do something positive about school safety. Existing records, questionnaires, interviews and observations are ways to gather data about school safety concerns.[8] It is neither necessary nor desirable to collect all types of data, but it is essential that multiple sources of data be used to increase the validity of the safe schools plan.

***Designing the plan.*** Formalizing an action plan to address safe schools concerns is a key to the planning process. It is the point at which the safe school committee engages in a decision-making dialogue to determine what will actually happen to make the school better and safer. Sound judgment is crucial at this stage of the problem-solving process. If the most pressing safety concerns go unrecognized, the potential impact of the plan will be diminished.

Although the specific process each safe schools committee uses to make decisions will vary, there are three steps that are commonly used by effective planning groups. The first step is to determine which dimensions and factors are of concern. The safe school committee reviews and discusses areas of concern that were previously identified. Once the specific aspects of the school environment that need attention are identified, the safety concerns are placed in order of priority. The goal is to rank the identified safety concerns from most to least critical. The committee should use an advocacy and consensus process to develop a prioritized list of concerns.

The second step is to examine possible causes of safety concerns. This is a key step in making a plan that affects the ultimate selection of specific strategies and actions. The perceived cause of the safety concerns on campus has a significant influence over what is done and how a potential solution or action is implemented.

The third step is to develop possible strategies and actions. Once the top priority safety concerns have been identified and an awareness of their causes has been formed, the committee begins to examine and speculate about the steps that can be taken to overcome these concerns.

A major consideration at this stage of planning is the identification of strategies and actions that are likely to have the greatest overall effect. For each concern the committee needs to ask specific questions: What actions will yield the greatest payoff? Which actions are likely to receive the most support? Which actions complement other improvement activities that are underway at the school? Are there one or two key actions that could prove to be a catalyst for solving many safety concerns?

### Strive for the ideal

Some committees may want to evaluate how each strategy or action can be effectively implemented. This can be accomplished by answering two basic questions. What is the priority rating given to each safety concern addressed by the action plan (high vs. low priority)? Do we have the resources to carry out this action (strong vs. weak belief)?

Answers to these questions create four natural groups of concerns and associated actions. (See model on page 27.) Once a tentative list of strategies and ac-

## Steps for Safe School Planning

**Establish the Committee**
Notify school community of intent to form a committee.
Solicit participation.
Integrate committee with other school planning groups.

**Encourage Cooperation**
Discuss concerns about participation.
Share mutual needs and expectations.
Explain committee purposes and procedures.

**Identify the Mission**
Brainstorm hopes, wishes, desires for the school.
Determine major themes and commonalties.
Achieve group consensus.

**Collect and Interpreting Data**
Identify areas of pride/strength.
Identify areas of concern/need.

**Design the Plan**
List high priority needs and concerns.
Explore possible causes.
Describe desired condition/goal.
Select possible strategies and actions for achieving goal.
Predict barriers to achieving goal.

**Implement the Plan**
Select strategies and actions.
Determine date to be completed.
Assign person(s) responsible.

**Evaluate the Plan**
Discuss why will/did plan succeed.
Discuss why will/did plan fail.
Discuss how can plan be strengthened.
Discuss impact of plan.

| | High Success Expectancy | Low Success Expectancy |
|---|---|---|
| **High Priority Concern** | High priority concern and strong belief that actions can be implemented. These are the safety problems that should be tackled first. | High priority concern and weak belief that actions can be successfully implemented. These are the safety problems that cause frustration and occasionally a sense of hopelessness. Long-term solutions to these safety problems, such as coping with the impact of gangs on campus, require interagency collaboration. |
| **Low Priority Concern** | Low priority concern and a strong belief that actions can be implemented. These are less critical safety problems that can be used by the committee to have some initial success in creating a better and safer campus. | Low priority concern and a weak belief that actions can be successfully implemented. These are safety concerns that are not a major priority. Therefore, the fact that there are no readily available actions should not interfere with effort to improve the school environment. |

tions is formed, eight to 10 actions that are felt to have the potential to be effective should be identified. It is at this point that the planning committee draws upon available resources such as those provided through the National School Safety Center and other organizations.

The final step of making the plan involves a discussion about what might prevent the committee from successfully carrying out the action plan. This discussion will strengthen implementation efforts because it will lead to subtle changes in the design of the action plan. This customization of the action plan is critical to the success of the school's action plan.[10]

***Implementing the plan.*** Strategies and actions are finally selected and communicated to the school community. A sequence of events to be carried out as part of the action plan is established. Completion dates are established, responsibilities are designated, and resources are gathered. The role of the safe school committee at this stage is to show persistence by encouraging action, monitoring programs, supporting all key personnel and disseminating information about the safe school action plan throughout the school community. Members of the school community should accept the action plan as *their* plan.

***Evaluating the plan.*** Evaluation is the process of determining the value or effectiveness of an activity for the purpose of decision making. When evaluating the safety plan, the group facilitator should ask the committee to answer the following three questions: Why will/did the plan succeed? Why will/did the plan fail? How can the plan be strengthened?

When the group finishes brainstorming ideas, it needs to engage in a discussion to reach agreement on the three or four most important reasons for the success or failure of the plan. In addition, consensus should be reached on ways the plan can be strengthened.

### Site-specific plans

There is no specific school safety planning template that can be cloned from one district to another. Experience has shown that effective safe school plans result from careful, systematic planning that leads to the creation of site-specific plans.

However, experience also shows that there is commonality among these various planning efforts. The principles for safe school planning discussed in this article represent these essential planning components.

*The authors have worked with schools, using these principles of safe school planning to create site-specific safety plans. Readers interested in learning more about the safety plans these schools have developed are invited to contact Richard Morrison at 805/652-7337.*

**Endnotes**

1. Brassard, M., I. Hyman and C. Dimmitt (1991). What can children expect? Protecting and nurturing children in a school and community context. *School Psychology Review, 20*, 369-381.
2. Cryer, R. (1989). Understanding: The key to curbing violence. *Thrust, 19*, 14-16, and Greenbaum, S. (1989) Safe Schools and quality schooling: The public responds. *Thrust*, 18, 17.
3. The World of Fear. *Los Angeles Times*, March 18, 1993, E1.
4. Huges, W.H. (1992) From Fistfights to Gunfights. *School Safety*, Fall, 23.
5. Morrison, R., M. Furlong and S. Kingsford (1990). *Level of risk continuum*. Ventura, CA: Ventura County Superintendent of Schools.
6. California State Department of Education (1989). *Safe Schools: A Planning Guide for Action*. Sacramento, CA.
7. Furlong, M., R. Morrison and D. Clontz. (1991). Broadening the scope of school safety. *School Safety*, Spring, 8-11.
8. California State Attorney General's Office (1990). *1989-1990 School crime report*. Sacramento, CA.
9. Koel, D. (1990). Safe & sound. *Thrust for Education Leadership*. 20 (3): 43-46.
10. Morrison, R., and M. Furlong (in press). School safety planning: Understanding the failure points. In B. Stelzner (Ed.), *1993 Pupil Services Digest*. Los Angeles, CA: Los Angeles County Office of Education.

# Appendix E
# Schoolwide Discipline

Colvin, G. (1994). *Procedures for establishing a proactive school-wide discipline plan*. Eugene, OR: College of Education.

*MATERIAL NOT COPYRIGHTED*

# PROCEDURES FOR ESTABLISHING A PROACTIVE SCHOOL-WIDE DISCIPLINE PLAN

presented by

**GEOFFREY COLVIN**
University of Oregon

**REPRINTED BY PERMISSION**

---

The preparation of this handbook is supported by a Special Project grant funded by the U.S. Department of Education, located at the University of Oregon, and titled Project PREPARE (Promoting Responsive, Empirical, and Proactive Alternatives in Regular Education) (Sugai, Kameenui, & Colvin, 1991). These materials are copyright protected. Permission to photocopy or use any portions of this handbook must be specifically obtained from Geoff Colvin at the University of Oregon, Project PREPARE, College of Education, 235 Education, Eugene, OR 97403-1215.

**Procedures for Establishing a Proactive School-Wide Discipline Plan**
**presented by**
**Geoff Colvin**
**University of Oregon**

## CHECKLIST FOR DETERMINING THE ADEQUACY OF AN EXISTING SCHOOL-WIDE DISCIPLINE PLAN

YES NO 1. The purpose of school-wide discipline is clearly stated.

YES NO 2. School-wide behavioral expectations are clearly stated.

YES NO 3. School-wide structures are in place to reinforce demonstrations of expected behaviors.

YES NO 4. School-wide structures are in place to teach expected behaviors.

YES NO 5. Staff are clear in which behaviors should be dealt with by staff and which should warrant office referrals.

YES NO 6. Structures are in place for staff to work together to address persistent minor behavior.

YES NO 7. A continuum of structures is available to addressserious office referral behavior.

YES NO 8. Structures are in place to use building resources to assist students with chronic serious behavior.

YES NO 9. Record keeping procedures are in place to meet the needs for readily tracking student behavior.

---

_____ Number of YES items
_____ Number of NO items

Mark Decision

___ Greater than six YES, maintain existing program and develop plan to address inadequacies, if necessary.

___ Less than six YES, develop plan using a team to systematically revise plan.

## *Three Basic Implementation Steps*

***In this implementation plan the team assists staff in the development and implementation of their school-wide discipline plan in three basic steps: (a) evaluate what is in place, (b) revise or develop what needs to be improved, and (c) implement the new or revised procedure.***

***Step 1. Evaluate what is in place***

- ***a. Identify and collect any existing written policy statements or procedures.***
- ***b. Present these existing written policy statement or practices to all staff.***
- ***c. Have all staff evaluate these existing written policy statements or practices using a checklist (all staff).***
- ***d. Score checklist.***
- ***e. Analyze and summarize results.***

***Step 2. Revise or develop what needs to be improved***

- ***a. Revise or develop draft of written policy statements or procedures.***
- ***b. Present draft to all staff and discuss possible changes (all staff).***
- ***c. Revise draft based on staff feedback and recommendations.***
- ***d. Repeat steps 2b and 2c until concensus acheived.***
- ***e. Present final draft to staff for approval.***
- ***f. Include final draft in school-wide discipline plan manual.***

***Step 3. Implement the revised/new procedure***

- ***a. Produce and distribute required forms or materials.***
- ***b. Develop training procedures and materials.***
- ***c. Conduct staff training (demonstrations, practice and follow-up).***
- ***d. Specify start date for implementation.***
- ***e. Implement procedure.***
- ***f. Conduct review, revision, and update session at regular staff meetings.***
- ***g. Conduct follow-up evaluations.***

# I. INTRODUCTION

**Components of a Proactive School-Wide Discipline Plan** The proactive school-wide discipline plan presented in this manual is comprised of several components that have been identified from research findings and effective school practices. In this section we present (a) a brief description of the components of a proactive school-wide discipline plan and (b) a model in which these components are integrated to form a proactive school wide discipline curriculum.

## 1. Establish Agreement Between Staff on a Basic Approach to Managing Behavior.

Clearly a school-wide discipline plan will not be effective if staff approach behavior in significantly differently ways. For example, some staff may want to exclude students because they "do not belong in public schools" and other staff members want to give these students more help and assistance. Some staff might want to increase punishment for a student, while other staff might want to give these students more time and attention. In each of these cases, it will be difficult to develop a consistent school-wide discipline plan because of the differences in approaches.

We recommend an "instructional approach" to establish a school-wide discipline plan that is based on procedures for providing instruction on academic skills. When teaching academic skills, teachers generally complete a number of preparatory steps before students are required to demonstrate a skill independently. The preparatory steps usually involve clarifying the goals and objectives of the instruction, specifying the content to be targeted, selecting examples, explaining the skills to be learned, modeling the skills, providing supervised practice, providing corrective feedback, and furnishing opportunities for independent practice. The basic assumption is that if we want students to routinely demonstrate appropriate behavior then we have to teach these behaviors by applying the same instructional strategies we use to teach academics and other skills.

## 2. Establish School Discipline as an Instrument for Student Success.

A school-wide discipline plan should serve as an instrument to enable instruction and learning to take place effectively and efficiently. If discipline becomes an end in itself then behavior control becomes the primary teaching goal at the expense of other instructional goals such as academic areas. In this sense, discipline should be subordinate to the school mission and goals.

## 3. Utilize and Rely on Proactive Approaches

A significant trend in managing behavior at the school level is the shift towards more positive, preventive, constructive and problem solving approaches. This approach is in contrast to punitive or reactive approaches. Educators are finding that students are more responsive to positive approaches and that students whose behaviors are difficult to manage are more likely to cooperate. In addition, school personnel are finding that proactive procedures are consistent with practices of instruction.

### 4. The Principal Must Provide Visible and Supportive Leadership

In many respects, the Principal is the key leadership component. School-wide discipline plans need to be carefully planned, adopted and implemented by all staff. This will not occur unless the Principal takes a highly visible and supportive role.

### 5. Staff Must Rely on Collegial Commitment

All staff need to present a united front by being actively involved and committed together to developing, implementing, and maintaining the school-wide discipline plan. To establish a consistent, predictable school environment all staff must implement the plan with a high degree of fidelity.

### 6. Utilize Staff Development and Effective Teacher Change Practices

Traditional staff development practices in the form of workshops, and consulting services generally do not bring about significant changes in staff development or teacher behavior. Two variables have been identified as critical in bringing about teacher change (a) teacher efficacy (the beliefs staff have about their ability to bring about targeted changes and (b) collegiality (the processes in which staff work effectively together). In a review of literature on teacher change, Gersten (1992) identified three critical variables that affect collegiality: (a) staff working together, (b) a comprehensive framework or philosophy, and (c) concreteness of the plan.

### A Proactive School-Wide Discipline Curriculum

The proactive school-wide discipline curriculum includes five major curriculum components: (a) Statement of Purpose; (b) School-Wide Behavioral Expectations; (c) Continuum of Procedures for Establishing Expected Behaviors; (d) continuum for Correcting Problem Behaviors; and (e) Procedures for Record Keeping, Evaluation, and Dissemination.

## STATEMENT OF PURPOSE

The purpose of a school-wide discipline plan is to establish and maintain student behaviors that enable the accomplishment of school goals. In this sense, discipline provides a structure that enables teachers and students to engage in the learning process as necessary to bring about the desired academic and social outcomes. For example, many school-wide discipline plans are designed to establish student behaviors and organizational structures that ensure an orderly learning environment. This purpose emphasizes keeping disruptions to a minimum and establishing predictable schedules in order for a school to function properly so that effective teaching and learning activities can be conducted in a planned manner.

Discipline also provides a set of procedures that enable teachers and students to work collaboratively and constructively toward solving school-wide academic and social behavior challenges. For example, many school-wide discipline plans provide specific procedural steps for establishing expected student behaviors and for responding systematical to the range of undesirable behaviors displayed by some students. This focus emphasizes the need for consistency and specificity in teaching and learning environments.

### Example of a Purpose Statement for a School-Wide Discipline Plan

The PURPOSE of the school-wide discipline plan at Melbourne Middle School is to

1. *Establish school-wide structures and procedures for teachers and students that facilitate teaching and learning,*
2. *Encourage student behaviors that enhance the learning environment, and*
3. *Minimize student behaviors that inhibit teaching and learning interactions.*

### SCHOOL-WIDE PURPOSE STATEMENT

The PURPOSE of the school-wide discipline plan at ______________________________ school is to:

1. ________________________________________________________________

   ________________________________________________________________

2. ________________________________________________________________

   ________________________________________________________________

3. ________________________________________________________________

   ________________________________________________________________

4. ________________________________________________________________

   ________________________________________________________________

# III. SCHOOL-WIDE BEHAVIOR EXPECTATIONS

## General Behavioral Expectations

School-wide behavioral expectations are defined as those rules about desirable behaviors or actions that facilitate the teaching and learning process and the efficient operation of a school-wide discipline plan. School-wide behavioral expectations are designed for (a) every setting in the school (e.g., classrooms, hallways, buses, cafeteria, gymnasium, recess, restrooms and locker rooms) and (b) specific school settings that have unique features requiring additional behavioral expectations. For example, students are expected to behave in a safe and orderly manner across all school settings; however, noise level expectations are significantly different across settings (e.g., library, playground, classroom).

## Guidelines

When identifying and stating school-wide behavioral expectations, the following guidelines should be followed:

1. Limit the number of behavioral expectations to three or four.
2. State behavioral expectations in positive terms using common language and as few words as possible.
3. Identify specific behaviors to illustrate the range of acceptable variations.
4. Identify clear positive and negative examples to illustrate each behavioral expectation.
5. Define a clear process and specific time lines for identifying behavioral expectations:

a. Identify participants for deciding upon the behavioral expectations (e.g., certified and non-certified staff, students, parents, community leaders).

b. Specify a process (e.g., large group, small group, grade level, department).

d. Specify a plan for training students and staff and disseminating information.

**Examples of General Behavioral Expectations**

**for Melbourne Middle School**

1. *To provide a safe and orderly environment for learning.*
2. *To cooperate with others.*
3. *To manage one's self.*
4. *To respect the rights and property of others.*

## GENERAL BEHAVIORAL EXPECTATIONS

**All students and staff at ________________________________ school are expected to**

**1.** ____________________________________________________

____________________________________________________

____________________________________________________

**2.** ____________________________________________________

____________________________________________________

____________________________________________________

**3.** ____________________________________________________

____________________________________________________

____________________________________________________

**4.** ____________________________________________________

____________________________________________________

____________________________________________________

### Specific Setting Behavioral Expectations

Although expectations for managing one's own behavior might be similar across many school settings, personal hygiene expectations may be different for different settings (e.g., cafeteria versus the classroom). Therefore, specific expectations for settings with unique requirements for acceptable behavior should be delineated. These behavioral expectations should be identified and stated in the same way as general school-wide expectations.

### Examples of Specific Setting Behavioral Expectations for the Cafeteria at Melbourne Middle School

1. *Maintain a clean dining area by busing your table and disposing of your trash appropriately.*
2. *Maintain a conversational level voice.*
3. *Leave the eating area in an orderly manner.*
4. *Recycle*

### *Continuum of Procedures for Teaching School-Wide Behavioral Expectations*
### *EXAMPLE OF SCHOOL-WIDE POSITIVES FOR SPRINGS ELEMENTARY SCHOOL*

| Title | *"Self Manager"* | *"Gotcha"* |
|---|---|---|
| Criteria | *Satisfactory grades.*<br>*Follow school rules.*<br>*No discipline referrals.*<br>*Class work completed.*<br>*Five staff signatures (e.g., teacher, teaching assistant).*<br>*Students listed in office for all staff to review.* | *Demonstrations of school-wide expected behavior.* |
| Presentation | *Monthly award assembly.* | *Individual staff member.* |
| Award | *Button.*<br>*Privileges*<br>- *in hallways without pass*<br>- *early release (1-2 minutes maximum) from class where appropriate*<br>- *free seating for assemblies*<br>- *early lunch*<br>- *self-manager lunch table*<br>- *extra computer time* | *Sign in at office.*<br>*Sticker.*<br>*Monthly raffle at awards assembly in class, school-wide, special).* |
| Dissemination | *Honor roll list in classroom.*<br>*Parent notes.*<br>*"Dolphin Tales"* | *Signed book kept at office (name & room #).* |

## SCHOOL-WIDE POSITIVES FINAL DRAFT

| | | | |
|---|---|---|---|
| **Title** | | | |
| **Criteria** | | | |
| **Presentation** | | | |
| **Award** | | | |
| **Dissemination** | | | |

## EXAMPLE SCHOOL-WIDE BEHAVIOR INSTRUCTIONAL PLAN

*"Coming to Class Prepared"*

**STEP 1: SPECIFY BEHAVIORAL EXPECTATION(S)**

*Be prepared for class with necessary materials (second period): Bring supplies (notebook, pencil sharpener, paper, homework, text book; materials to be in reasonable shape, notebook organized.*

**STEP 2: EXPLAIN BEHAVIORAL EXPECTATION(S)**

**TIMES:** *Part of second period*

**PROCEDURES:** *Discussion: preparation related to success, supply list described, notebook organization described, letter of explanation sent to parents.*

**STEP 3: PROVIDE OPPORTUNITIES TO PRACTICE BEHAVIORAL EXPECTATIONS**

**TIMES:** *Part of class time*

**PROCEDURES:** *Class discussion, training time on notebook, preparation of chart, reviewed weekly.*

**STEP 4: PROVIDE Precorrection FOR PROBLEM SETTINGS & INDIVIDUAL STUDENTS**

**TIMES:** *Beginning and end of period*

**PROCEDURES:** *Verbal reminders, self-check sheet, parent supply list needs, charting.*

**STEP 5:** **STRONGLY REINFORCE DEMONSTRATIONS OF EXPECTED BEHAVIORS**

**TIMES:** *Verbal acknowledgement at the beginning of period, when criteria met (80%)* for rewards

**PROCEDURES:** *Verbal praise, rewards (80% class, stars, access to free time, computer time, treats.*

**STEP 6:** **CORRECT DEMONSTRATIONS OF UNACCEPTABLE BEHAVIOR**

**TIMES:** *Beginning of period*

**PROCEDURES:** *Hierarchy consisting of: reinforce students who are prepared (planned ignoring), remind students not prepared, provide warning, implement negative consequence.*

**STEP 7:** **TRACK RESULTS AND FOLLOW-UP**

**TIMES:** *Daily*

**PROCEDURES:** *Chart (frequency count of students prepared for class). Raised class criteria to 90%, added homework, letter to parents.*

## SCHOOL-WIDE BEHAVIOR INSTRUCTION PLAN WORKSHEET

Directions: After identifying what behavioral expectations need to be taught, write a school-wide behavior instruction plan by completing each of the seven steps.

**STEP 1: SPECIFY BEHAVIORAL EXPECTATION(S)**

**STEP 2: EXPLAIN BEHAVIORAL EXPECTATION(S)**

**TIMES:**

**PROCEDURES:**

**STEP 3: PROVIDE OPPORTUNITIES TO PRACTICE BEHAVIORAL EXPECTATIONS**

**TIMES:**

**PROCEDURES:**

**STEP 4:** **PROVIDE PRECORRECTION FOR PROBLEM SETTINGS & INDIVIDUAL STUDENTS**

**TIMES:**

**PROCEDURES:**

**STEP 5:** **STRONGLY REINFORCE DEMONSTRATIONS OF EXPECTED BEHAVIORS**

**TIMES:**

**PROCEDURES:**

**STEP 6:** **CORRECT DEMONSTRATIONS OF UNACCEPTABLE BEHAVIOR**

**TIMES:**

**PROCEDURES:**

**STEP 7:** **TRACK RESULTS AND FOLLOW-UP**

**TIMES:**

**PROCEDURES:**

## Component Survey on Classification of Problem Behavior

### SURVEY ON SCHOOL-WIDE CLASSIFICATION OF PROBLEM BEHAVIOR

1. Staff are clear on which problem behaviors should be managed by certified and classified staff yes no
2. Staff are clear on which behaviors warrant an office referral yes no
3. There is reasonable consistency among staff on managing serious behavior yes no
4. Staff are in reasonable agreement over which behaviors are serious and which behaviors are minor yes no
5. There is reasonable consensus among administration on which behaviors warrant involvement of law enforcement yes no
6. There is reasonable consistency in the manner in which office referrals are made by staff yes no
7. There is reasonable consistency in the way office referrals are managed after the referral has been made yes no
8. Students are clear on which behaviors are considered to be serious and which are less serious yes no
9. Parents are clear on which behaviors are considered to be serious and which less serious yes no

## V. CONTINUUM OF PROCEDURES FOR CORRECTING PROBLEM BEHAVIOR

### Introduction

In the previous section, we illustrated the interface between procedures for establishing expected behavior and procedures for correcting problem behavior. We recommended that a strong emphasis be placed on procedures for the former, that is, teaching and strengthening those behaviors that are necessary for maintaining a positive learning and teaching environment.

In this section, we describe procedures for correcting problem behavior. In most public schools problem behavior is identified as either a minor infraction (i.e., behavior that is managed immediately by staff) or a serious school violation (i.e., behavior that involves an office referral and management by an administrator). There are three steps in the process for correcting problem behaviors, (a) carefully define the minor problem behaviors and serious school infractions, (b) implement a continuum of procedures for managing minor problem behaviors, and (c) implement procedures for managing serious school violations.

### Define and Categorize Problem Behavior

The type of correction procedures used to manage inappropriate behavior will depend on the severity and frequency of the problem behavior. Staff must meet and reach agreement on categories of inappropriate behavior. It is important to develop a list that represents a sample of the full range of behaviors for each category. The following categories are recommended:

1. Minor School Infractions are regarded as relatively mild behaviors, but they are disruptive to the teaching and learning process and can easily escalate into more serious behavior. Common examples include being tardy for class, talking too loudly in the hallways, not having materials for class, and skipping school (truancy). These behaviors are typically managed immediately and quickly by staff in the context in which the behavior occurs.
2. Serious School Violations are not law infractions, but represent serious breaches of school rules and behavior that seriously disrupt school functioning, for example, sustained noncompliance and defiance, verbal abuse towards staff, low levels of physical aggression, vandalism, and chronic (repeated) minor infractions. These behaviors typically warrant an office referral and are managed by the administration or designee.
3. Illegal Behavior is in violation of the law. Examples include possession of weapons or controlled substances, theft, assault, vandalism, and intimidation. This list should be confirmed with local law enforcement agencies and district policies. These behaviors typically warrant office referrals and are managed by the administration (or designee) in conjunction with local law enforcement agents.

This example illustrates the working definitions for infractions that could result in an office referral. These definitions were developed by teaching staff at a middle school.

## FREEMANTLE MIDDLE SCHOOL

### Working Definitions for Office Referral Infractions

| INFRACTION | DEFINITION |
|---|---|
| Repeated Minor | *Recurring problems that have been addressed by teacher(s) with "For the Record" documentation, staff meetings without changing the behavior such as tardies, skipping classes, minor disruptive behavior, profanity, incomplete assignments, minor harassment and not coming to class prepared.* |
| Fighting | *Action involving serious physical contact where injury may occur, e.g., hitting, punching, hitting with an object, kicking, hair pulling and scratching.* |
| Vandalism | *Substantial destruction or disfigurement of property.* |
| Controlled Substances | *In possession of or using drugs, alcohol and or tobacco.* |

| | |
|---|---|
| Serious Disruptions | *Behavior causing class or activity to stop, or continue with difficulty. Student does not cooperate and do not make reasonable attempts to disengage or follow directions. These behaviors include sustained loud talk, noise with materials, horseplay or roughhousing, sustained out of seat behavior.* |
| Verbal Abuse | *Sustained profanity, and or sexual comments directed towards staff or students.* |
| Weapons | *In possession of knives, guns or other items used as weapons.* |
| Defiance | *Refusal to follow staff directions given reasonable steps have been taken.* |
| Off Campus | *Outside the boundaries of the school grounds without permission.* |
| Theft | *In possession of, having passed on or being responsible for removing someone else's property.* |
| Other | *Serious behavior problems that do not fit into the above categories.* |

## Procedures for Managing Minor Problem Behavior Through Staff Meetings

If the minor problem behaviors persist after an individual staff member has made several documented attempts to correct the problem, the next step involves setting up a staff meeting.

### Guidelines for Implementation of Staff Meetings

A staff meeting consists of a group of teachers and administrators, who share suggestions for managing minor problem behavior. The meeting can be called on an informal basis or could be part of a regular meeting that teachers may hold, such as a weekly grade level meeting. A variety of labels have been used to name the staff meeting structure, for example, "teacher assistance team," "child study team," "behavior committee," "discipline team."

Guidelines for implementing staff meetings

1. A staff meeting should be called by the teacher after three to four documented incidents of the minor problem behavior has occurred.
2. The staff meeting should be scheduled on a regular basis during staff or grade level meetings.
3. A special staff meeting may be called if a teacher needs more immediate action (with as many teachers in attendance as possible).

4. A form should be developed and used to document each case and to guide staff meeting activities. An example of a staff meeting form for minor problem behaviors follow these guidelines. The teacher should complete as much of the form as possible before the meeting, so participants will have some information about the case. This information also can serve as the starting point for discussions during the meeting.
5. A note-taker and time keeper should be identified. It is critical to follow the agenda and keep on the timelines to prevent meetings from lasting too long and discussions from straying.
6. Problem behaviors (list no more than two) should be prioritized from most to least important. Descriptions of these problem behaviors should be written in specific, observable form.
7. A specific expected behaviors should be paired with each problem behavior. Descriptions of these expected behaviors should be written in specific, observable form.
8. If possible, one to three of the least intrusive and time consuming strategies for teaching expected behaviors should be selected. If the expected behaviors are not observed at acceptable levels and the problem behavior does not respond, more intrusive and time consuming strategies can be considered.
9. Although strategies for teaching expected behaviors should be given the greatest attention, specific strategies for responding to problem behaviors should be described. Again, least intrusive and least aversive criterion should be applied to selecting individual strategies.
10. A specific review date should be established to review the progress of the strategy. If possible a plan for collecting and recording data should be developed.
11. All paperwork should be completed and distributed immediately after the staff meeting.

## CONTINUUM OF PROCEDURES FOR CORRECTING MINOR PROBLEM BEHAVIOR

**Context:** **Student(s) exhibits minor problem behavior.**

STEP 1: Remove adult and peer attention, and acknowledge other students displaying expected behaviors.

Procedures:

STEP 2: Redirect student(s) exhibiting inappropriate behavior to expected behaviors

Procedures:

STEP 3: Secure attention of student(s) exhibiting inappropriate behavior and clearly specify expected behavior.

Procedures:

STEP 4: Present student(s) exhibiting inappropriate behavior with a choice between observing the expected behavior or continuing with inappropriate behavior and a negative consequence.

Procedures:

STEP 5: Deliver negative consequence

Procedures:

STEP 6: Request assistance for repeated minor infractions
(Refer for staffing)

Procedures:

## EXAMPLE OF STAFF MEETING FORM

☐ BEHAVIOR PROBLEM ☐ ACADEMIC PROBLEM

Student Name:____________________ Grade:______ Date:__________

Teacher(s):____________________ # Previous Behavior Reports/Staff Meeting:______

Staff Present:________________________________________________

Problem Behavior(s) (2 minutes)

Expected Behavior(s) (2 minute)

Strategies to Teach Expected Behaviors (select 1-3) (3 minutes)

☐ Reminders
☐ Reinforcers
☐ Feedback
☐ Contract
☐ Practice
☐ Individual contacts
☐ Monitoring sheet
☐ Self management
☐ Parent contact
☐ Counseling
☐ Tutoring
☐ Modified assignments
☐ Other________________________________________________

Strategies to Correct Problem Behavior(s) (1 minute)

☐ Time out
☐ Loss of privilege
☐ Parent contact
☐ Detention
☐ Other________________________________________________

Action Plan (5 minutes)

| Who | What | When |
|---|---|---|
| | | |
| | | |
| | | |

Student Conference Date:________ Start Date:________ Review Date:________

Copies to: Office File Teacher Other: ________________

## Procedures for Managing Serious School Violations

Serious school violations require actions and follow-up that involve more teacher effort and more intrusive interventions. These consequences should be written in school policy and delivered automatically and consistently. All parents should be informed of the procedures at the start of a school year and receive a written copy. Staff should be clear about what their responsibilities are and who delivers the consequences. Typically, an office referral is made, and an administrative staff person delivers the consequence. Clear guidelines need to be established for behaviors that warrant office referrals, and all building staff must have a clear understanding of what behaviors result in an office referral and the procedures that will be followed by the office. Without clear guidelines for serious school violations, friction may occur between referring staff and office staff when referrals are made for minor behaviors or when a referring staff person expects certain consequences to be delivered and when they are not.

Typical consequences for serious school violations include parent conferences, after-school detention, in-school suspension, suspension, and expulsion. It is important to keep track of the number of office referrals; date, period, time, and location of each infraction and consequence; referring staff person; outcome of de-briefing sessions and follow-up events. Repeated office referrals should be a signal that a student needs more assistance in learning and displaying expected behaviors. Students who have repeated displays of serious school violations should be referred to a school-wide behavior support team (e.g., teacher assistance team) to develop a specific individual plan designed to help reduce and eliminate the problem behavior pattern and to establish opportunities for displays of expected behaviors.

Procedures for managing behaviors that are against the law (illegal behavior) usually involve an office and a police referral. In advance, a clear procedure should be established for handling illegal behavior (e.g., documentation, witnesses). Local law enforcement agencies should be contacted for guidelines or criteria about handling illegal behaviors and working with their agency. Procedures for contacting parents also must be established. The steps are:

1. Identify and define serious school violations. A worksheet to identify and define serious school violations and illegal behavior follow this section.

2 Develop an Office Referral Form. Although variations are possible, at minimum, each form should have (a) identifying information about the student and referring teacher, (a) dates and times of the infraction, (c) identification and descriptions of the infraction, (d) action taken, and (e) procedures for information dissemination. A blank office referral worksheet and an example of a middle school office referral form follows this section.

3. Develop a reasonable balance between proactive and reactive consequences for the problem behavior. Unfortunately, the most common actions taken after office referrals are reactive and punitive (e.g., detentions, suspensions, loss of privileges). Clearly, there is a place for negative consequences and students need to know

these limits. However, having only negative consequences for managing serious school infractions creates an ineffective system for correcting behavior. The remedy lies in creating a careful balance of proactive and reactive approaches. When we use proactive strategies or actions, we assume that the student needs more help, support and direction to reduce problem behavior and to increase expected behavior. These constructive strategies include conferences, precorrection, instruction (e.g., modeling behavior), counselling, contracts, and behavior instruction plans. The office referral form and the data or tracking system also should reflect the balance between proactive and reactive consequences.

4. Develop a school-wide team (e.g., behavior support team, school discipline team, teacher assistance team) that has the responsibility for developing a more detailed plan to assist students who have recurring serious school violations. Referrals should be made to this team after the student has had two or three office referrals and has not responded to a combination of proactive and reactive strategies implemented by the administrator. It is important that the number of referrals made to this team be controlled or limited to three or four per term, otherwise the team will not have time to develop adequate assistance plans for these students. If the number of referrals begins to exceed what the team can handle, it is time to review the relative effectiveness of current practices. In forming a school-wide team, the following guidelines should be considered: (a) develop a clear statement of purpose and list of responsibilities; (b) determine who should participate on the team and how the selections would be made; and (c) establish guidelines for meeting days, times, lengths, and agenda items.

**BUNBURY MIDDLE SCHOOL**
**Phone 555-1234**
**123 Olga Road**
**Eugene, Oregon, 97403**

## OFFICE REFERRAL

**STUDENT**____________________ **GRADE 6 7 8 DATE**____________

**REFERRED BY**____________________ **HOMEROOM TEACHER**________________

**REASON FOR REFERRAL**

☐ **REPEATED MINOR INFRACTION(S)**

**Description:**________________________________________

__________________________________________________

☐ *For the Record and Staffing Plans attached*

☐ **SERIOUS SCHOOL VIOLATION**

☐ *Fighting* ☐ *Verbal Abuse* ☐ *Controlled Substance(s)* ☐ *Serious Disruption*
☐ *Vandalism* ☐ *Weapons* ☐ *Off Campus Violation* ☐ *Defiance*
☐ *Other*____________________

*Description:(Specify times, places, those involved, relevant conditions, and initial steps to address problem)*

__________________________________________________

__________________________________________________

**ACTION TAKEN:** *(By teacher/person making referral as appropriate)*

☐ *Conference with student* ☐ *Contract made w/student* ☐ *In-House Suspension Recommended*
☐ *Parent contact (phone/note)* ☐ *Parent conference requested*
☐ *Other*____________________________________

**ACTION TAKEN:** *(By administrator/counselor)*

☐ *Conference with Student* ☐ *Conference requested with teacher and student*
☐ *Parent contacted (phone/note)* ☐ *Parent conference requested*
☐ *Referral to School Discipline Team* ☐ *Principal's Hearing for possible expulsion*
☐ *Student suspended:* ___*In-School* ___*Out of School* ___*Number of days*
☐ *Other*____________________________________

**COMMENTS:**________________________________________

__________________________________________________

*White: Student file* *Canary: Parent* *Blue: Office* *Goldenrod: Counselor*
*Green: Homeroom* *Pink: Referring Staff*

*(Principal, Assistant Principal, Counselor)*____________________

***PARENTS (GUARDIANS):*** *This copy is of an office referral for your son or daughter made by a staff member at Bunbury Middle School Staff. Please note the action taken. Please call us at 555-1234 if you have any questions.*

## WORKSHEET FOR BEHAVIOR SUPPORT TEAM

1. Define Purpose of the Team:

2. Establish Procedures for Selecting Team:

3. Establish Terms for Team Members:

4. Establish Training Procedures for Team:

5. Identify Meeting Details (place, times, schedule):

6. Specify Referral Process:

7. Specify Meeting Format:

8. Identify Follow-Up Procedures:

## *VI. PROCEDURES FOR RECORD KEEPING, EVALUATION, AND DISSEMINATION*

### Introduction

An effective tracking system helps to identify students who exhibit inappropriate behavior on a regular basis. To avoid "punishment loops" in which progressively intrusive, reactive interventions are required for repeated or escalating displays of inappropriate behaviors, a strategy for providing direct assistance to students whose behaviors do not respond to the general school- or classroom-wide plans. Individual staff members, teacher teams (e.g., prereferral or mainstream assistance teams), parents, or cooperating agencies can provide this assistance. In addition, referrals for specialized assistance also may be appropriate (e.g., special education, alternative schooling).

### Record Keeping: Tracking Student Performance

To monitor the effectiveness of any school-wide discipline system, it is important to have a method of tracking student performance. Information might be collected at the school-wide, classroom, and/or individual student or teacher levels on a variety of variables, such as (a) attendance patterns, (b) problem behaviors, (c) negative and positive referrals, and (d) detentions and suspensions. Information about which staff persons are involved in discipline related activities also can be tracked.

Student tracking systems are important because they help to (a) ensure that the school-wide plan is being implemented in a planned, consistent manner, (b) frequently remind staff of the importance of its discipline plan, and (c) provide information on whether the discipline plan is accomplishing its goals. The components of a student tracking system or monitoring plan should include the following:

1. A checklist to measure whether the various steps in the plan have been identified, defined, and implemented.
2. Strategies and forms for keeping records of both expected and inappropriate behavior.
3. Data decision rules for reviewing and revising the plan.
4. A screening strategy for identifying students who are at-risk for social behavior failures.
5. Procedures and routines for collecting and processing data. For efficiency, student workers

and classified staff should be trained to enter data onto a simple spreadsheet program so data management, analysis, and reporting are simplified.

### Developing Review and Follow-up Procedures

The success of any plan to teach and manage behavior must include specific procedures for ensuring the accurate and continued implementation of its procedures. Similarly, a means of evaluating data on student behavior and staff performance also must be developed. The following guidelines should be considered:

1. Identify an individual or group of individuals who can oversee activities involving maintenance of the school-wide discipline plan and evaluation of its effectiveness.
2. Develop procedures for collecting on-going and cumulative data on student behavior and staff performance. Questionnaires and interviews should be used to collect information from students, staff, parents, and community representatives.
3. Develop specific decision rules and procedures for evaluating student and school data.
4. Delineate specific procedures for revising and reteaching aspects of the instructional behavior plan that are not associated with educationally important change in student and staff performance.

### Dissemination Plan

Once the components of the school-wide discipline plan have been developed, the next phase involves developing strategies to disseminate the details and procedures of the plan. If necessary, approvals should be secured before dissemination and implementation. A dissemination plan should include the following features:

1. A list of the people or groups of people who need to be familiar with and/or approve the school-wide discipline plan, for example, administrators, certified and uncertified staff members, substitute teachers, district personnel, school board members, students, parents, community personnel, and staff from cooperating agencies.
2. Procedures for identifying and preparing staff persons who can provide training and monitor and reinforce proper implementation of the procedures of the school-wide discipline plan.
3. Procedures for informing and/or training these people, for example, seminars, video/audio tapes, written handbooks, and peer mentors.
4. Opportunities to provide intensive initial training, as well as regular follow-up training.

# SCHOOL-WIDE DISCIPLINE

1. STATEMENT OF PURPOSE

2. ESTABLISHING EXPECTED BEHAVIOR

   ☐ IDENTIFICATION

   ☐ SCHOOL-WIDE POSITIVES

   ☐ REMINDERS, SUPERVISION FEEDBACK

   ☐ BEHAVIOR INSTRUCTION PLAN

   CORRECTING INAPPROPRIATE BEHAVIOR

   ☐ IDENTIFICATION

   ☐ STAFF MANAGED (MINOR)

   ☐ OFFICE REFERRAL (SERIOUS, ILLEGAL)

   ☐ CHRONIC BEHAVIOR TEAM

3. RECORD KEEPING SYSTEM

Rose Hill Elementary School. (1994). *Rose Hill behavior standards handbook.* Commerce City, CO: Author.

*MATERIAL NOT COPYRIGHTED*

# ROSE HILL BEHAVIOR STANDARDS HANDBOOK

ROSE HILL ELEMENTARY SCHOOL
6900 East 58th Avenue
Commerce City, CO 80022
287-0163

# MESSAGE FROM THE PRINCIPAL

## A Word to Students:

A school is like a big family. If its members are going to be safe and happy and things are going to get done, there must be rules.

Rules must be fair and they must be the same for everyone.

Rules do three things:

- they tell people what they can do
- they tell people what they cannot do
- they make it possible for people to live and work together

This book has been developed to help you be successful at Rose Hill Elementary.

Cathleen Braiman

Cathleen Braiman
Principal, Rose Hill Elementary

## A Word to Parents:

We need your help. The schools cannot do a good job of educating children if too much time is spent in correcting undesirable behavior.

The responsibility for behavior is a shared one. Some of the responsibility is ours. Also, a major part of the responsibility rests with parents. When the home supports the concept that students have responsibilities as well as rights, the behavior problems will lessen.

We, as educators, must have your support. When you think we are right, support us at home. When you think we are wrong, come to school or call and discuss the problem with us. We share the same goal: a safe school and a good education for ALL children.

You can begin this cooperative process by reading these behavior standards and discussing them with your children, cutting out and signing the form on page 12, and returning the form to the school.

Cathleen Braiman

Cathleen Braiman
Principal, Rose Hill Elementary

## Statement of Beliefs Regarding Discipline

We believe that a good discipline policy has a set of standards/expectations which promotes appropriate behavior and which focuses on teaching children self-control, responsibility and respect for others.

Children who do not meet those standards/expectations will be addressed in a dignified manner. Consequences for inappropriate behavior will be logical and timely.

An effort will be made to reinforce students who demonstrate appropriate behavior.

We, the Rose Hill staff and the parents, will:

- establish positive relationships
- discuss and monitor expectations
- model and provide parameters
- provide consequences
- intervene when necessary
- remove disruptive students promptly
- intervene and counsel
- share successes

### STUDENT RIGHTS

**A RIGHT BELONGS TO ME AND CANNOT BE TAKEN AWAY BY ANYONE. MY CLASSMATES AND TEACHERS ALSO HAVE RIGHTS. I AM NOT A RESPONSIBLE PERSON IF, THROUGH MY BEHAVIOR, I TAKE AWAY THE RIGHTS OF OTHERS.**

Some important rights are:

1. I have a right to an education.
2. I have a right to be respected and treated with kindness at school.
3. I have a right to be safe at school.
4. I have a right to tell my side of a problem before anything happens.
5. I have a right to logical and fair consequences for inappropriate behavior.

### STUDENT RESPONSIBILITIES

**A RESPONSIBILITY IS AN OBLIGATION I HAVE BECAUSE IT ALLOWS FOR THE RIGHTS OF ALL TO BE ENJOYED.**

1. I will respect myself, others and school property.
2. I will help make school a good place where everyone can learn.
3. I will come to school prepared to learn.
4. I will work to the best of my ability.
5. I will take responsibility for my actions.

## School Wide Expectations

**We will:**

keep hands to ourselves and respect personal space
enter and leave in an orderly fashion
use indoor voices
carry a pass when not with whole class
walk when in building
speak appropriately without profanity or racial slurs
leave toys at home
use all equipment properly

## Playground Expectations

**We will:**

treat everyone in a safe and helpful way
use equipment safely
display positive sportsmanship
stay within the boundaries defined by supervising staff

**THE FOLLOWING IS UNACCEPTABLE:**

**-throwing harmful objects**
**-tackling, grabbing of clothes, pulling, punching, kicking, name calling, racial slurs**
**-toys from home**

## Cafeteria Expectations

**We will:**

eat politely and display appropriate table manners
wait to be excused
be responsible for tray and table
drink milk, juice or water for lunch
(pop and/or glass containers not permitted)

## Assembly Expectations

**We will:**

sit flat on bottoms and cross legs
look and listen to the speaker(s)
be respectful to the speaker and audience

## Possible Consequences

**Consequences for inappropriate behavior could be:**

- to train students to problem solve
- to write an apology note
- to talk about what happened
- to practice appropriate behavior
- to write paragraph on what could happen if. . .
- to have student call parents
- to remove student from area (time-out/think time)
- to lose recess/privileges
- to have staff member call parents
- to help clean up
- to lose lunchroom privilege
- to confiscate toys
- to delay lunch
- to stay after school with teacher for ten minutes
- to have a letter mailed to parents
- to have parents visit school/class
- to have a parent conference
- to work off inappropriate behavior
- to receive a detention
- to be sent home from school
- to be suspended from school

Ohio Classroom Management Task Force. (1993). *Strategies for developing a comprehensive classroom management system: A planning guide (DRAFT)*. Columbus: Author.

**MATERIAL NOT COPYRIGHTED**

**State Board of Education**

President
Oliver Ocasek, Northfield

Vice President
Virginia Milner Purdy, West Union

Mary Goodrich, Zanesville
John W. Griffin, Eaton
Judi Hahn, Cincinnati
Shirley Hawk, Cleveland
Virginia E. Jacobs, Lima
Marie S. Pfeiffer, Columbus
R. Arline Smith, Sugarcreek
Anita M. Tighe, Concord Township
Martha W. Wise, Avon

**Ohio Department of Education**
Ted Sanders
Superintendent of Public Instruction

Irene G. Bandy-Hedden
Assistant Superintendent of Public Instruction

Nancy Ann Eberhart
Director, Division of Curriculum, Instruction, and Professional Development

-Roger Trent
Director, Division of Educational Services

-Hazel Flowers
Director, Division of Equal Educational Opportunities

John Herner
Director, Division of Special Education

September 1993 (DRAFT)

# Strategies for Developing a Comprehensive Classroom Management System

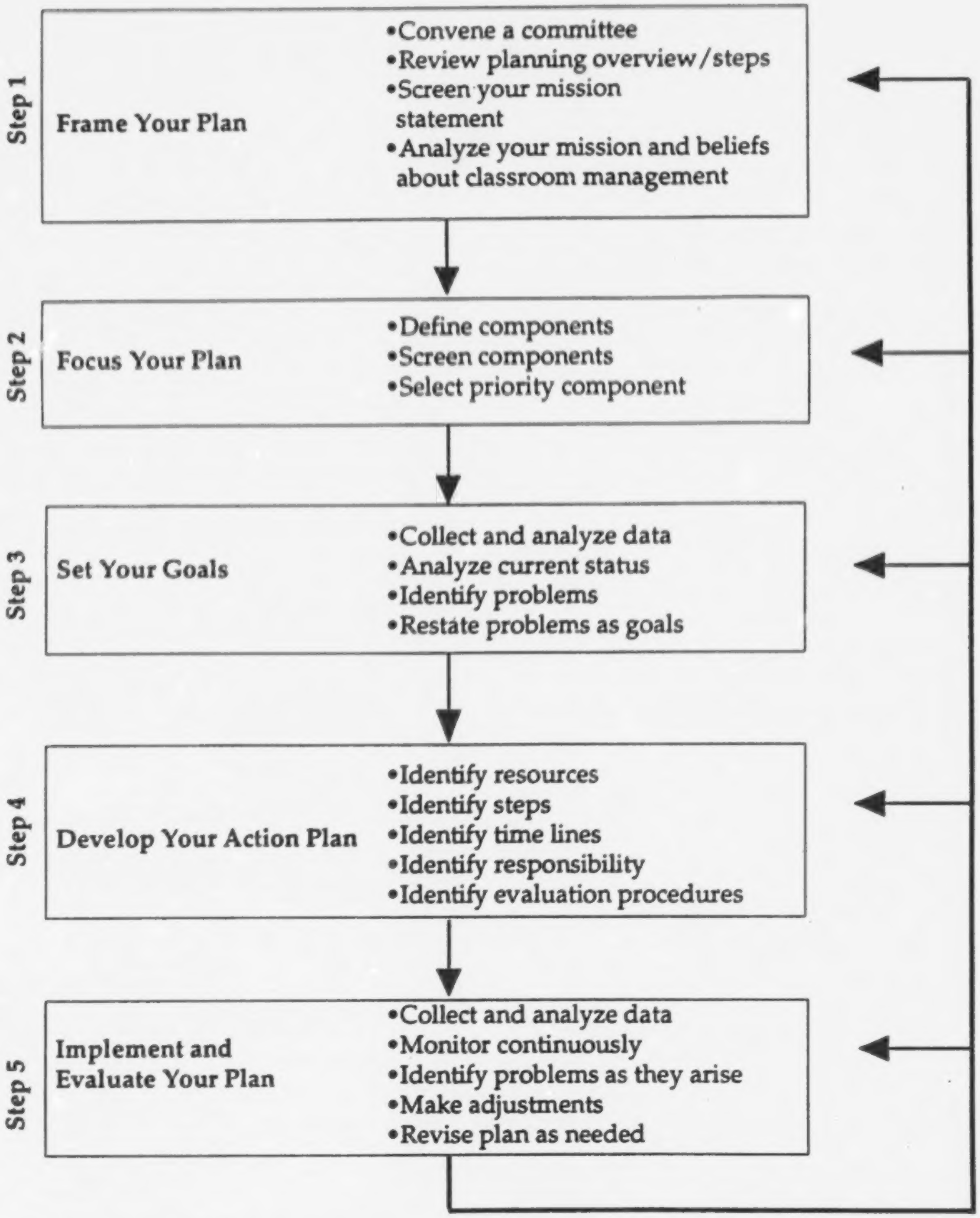
## *A Planning Guide*

*Prepared by the*
Ohio Classroom Management Task Force

*and the*
Ohio Department of Education
Division of Curriculum, Instruction, and Professional Development
Division of Educational Services
Division of Equal Educational Opportunities
Division of Special Education

*with technical assistance from the*
Great Lakes Area Regional Resource Center
Jean Potter, Consultant

# Steps To
# Develop a Comprehensive Classroom Management System


Step 1
Frame Your Plan
•Convene a committee
•Review planning overview/steps
•Screen your mission statement
•Analyze your mission and beliefs about classroom management
Step 2
Focus Your Plan
•Define components
•Screen components
•Select priority component
Step 3
Set Your Goals
•Collect and analyze data
•Analyze current status
•Identify problems
•Restate problems as goals
Step 4
Develop Your Action Plan
•Identify resources
•Identify steps
•Identify time lines
•Identify responsibility
•Identify evaluation procedures
Step 5
Implement and Evaluate Your Plan
•Collect and analyze data
•Monitor continuously
•Identify problems as they arise
•Make adjustments
•Revise plan as needed

## Planning Overview and Steps

There is no quick fix to eliminate discipline problems from our schools. The problem of challenging behaviors cannot be managed and resolved in isolation of other aspects of the school. A comprehensive approach through organizational change is needed. The Task Force suggests that to accomplish meaningful change, schools implement a five-step planning process that focuses on the interacting components of a school building to facilitate change.

The school should choose an option for developing an action plan that best meets its needs. Options may include

- An individual building plan;
- A school district plan; and/or
- A multidistrict plan

Step 1 **Frame your plan.** The two major parts of this step are the convening of a committee based on a participatory model and the development of a school mission that reflects the vision of all school community members. The process is designed so that a committee can move through the entire process, one component at a time. Or, several committees can work at the same time on different components. Whichever way a school decides to proceed, the school mission must be developed before the other steps of the process.

Step 2 **Focus your plan.** In this step, committees must define the components as they relate to their schools and screen them to identify any problems or areas of concern. If more than one committee is meeting at the same time, it is necessary to update each other on the committee status throughout the process. At this stage, the committee is likely to prioritize the components to determine a reasonable working strategy for developing a comprehensive classroom management plan.

Step 3 **Set your goals.** In Step 3, the committee collects data relating to the areas of each component. Based on this information, the status of the component in their school is analyzed. Problems are identified and restated as goals.

Step 4 **Develop your action plan.** The goals developed in Step 3 are prioritized and/or sequenced by the committee and action plans are developed for the selected goals. The development of the plan needs to take into consideration existing and needed resources.

Step 5 **Implement and evaluate your plan.** The implementation stage requires that the committee establishes a plan for monitoring, collects evaluation data, and revises the plan when necessary. Using the data, the committee refocuses its attention on the process of continuous improvement.

# Step 1: Frame Your Plan for a Comprehensive Classroom Management System

- Convene a Committee
- Review Planning Overview and Steps (page 12)
- Screen Your School Mission
- Analyze Your Mission and Beliefs About Classroom Management
- Develop or Revise Your School Mission

The first step in framing your plan for a comprehensive classroom management system is to convene a decision-making committee of school community representatives. The committee will review the planning guide, including the planning overview and steps. The committee's charge is to clarify the philosophy, vision, and belief system of everyone involved.

The committee will determine whether the existing school mission reflects their belief system, then screen and analyze the mission statement using the questions and checklist included. Based on the analysis and input from the school community, the committee will revise or develop a school mission that reflects their belief system and the components of a comprehensive classroom management system. They will also develop, implement, and monitor a dissemination plan.

# Step 2: Focus Your Plan

- Discuss, Define, and Screen Each Component

  Climate
  Standard Procedures
  Instructional Design
  Staff Development
  Support Systems
  School Community Awareness and Involvement

- Prioritize Needs and Select a Component

To focus the planning, the committee will review the definition of each of the components of the comprehensive classroom management system based on the school belief statements and mission. The committee may use the definition as outlined in this planning guide or redefine the component to meet the team's need. To determine the areas of greatest need, team members conduct a general screening of each component using the screening questions as a guide. Based on the results of the screening, the components will be prioritized and the committee will determine the focus of their next efforts.

## Step 3: Set Your Goals

- Collect and Analyze Data
- Analyze Current Status
- Identify Problems
- Restate Problems as Goals

To set goals it is necessary to have difficult information on hand regarding the current status of each component. The committee will conduct a thorough review of the status of the component(s) it has selected in order to identify the extent and nature of problems. A data source checklist is included.

The committee will conduct an in-depth analysis of the initial screening questions using the analysis checklist for the component it has selected. An example of an instructional design checklist follows. The checklists are to be used as a guide and can be expanded as a result of the committee discussion and data review. The checklists for the components can also be used to develop surveys to acquire input from members of the school community. The data gathered may be used to establish benchmarks that can later be used to measure progress toward attaining the goals of the action plan.

As the committee reviews the information it has collected and works through the analysis questions, it will identify problems to be addressed. The committee will identify and discuss the conditions under which the problems occur and don't occur, the extent of occurrence, and any patterns and relationships among the patterns. Once all areas have been identified, the committee should quickly turn each problem statement into a goal. Then the committee can prioritize the goal areas to develop the action plan in the next step.

# Instructional Design

## Analyze Current Status

Behavior Learning Principles: Are classroom management strategies used by staff based on proven behavior learning principles and strategies?

______Desired behaviors are taught and modeled.

______Desired behaviors are rewarded.

______Logical and natural consequences are employed to the maximum extent possible.

______Behavior strategies encourage student responsibility and choice.

______Power struggles are recognized and avoided.

______Behavior interventions match student need.

______Strategies are identified that change behavior in the desired direction.

Behavior Management Program Strategies: Are strategies implemented that are effective in changing behavior in desired directions and maintain the dignity/worth of individuals?

______Daily schedules are posted.

______Routines and rituals are established, taught, and reinforced.

______Spaces are structured to facilitate group and individual work.

______Unique, unusual, or restrictive procedures are only used for specific behaviors, by trained staff, with a carefully developed plan and outside consultation when necessary.

______Disciplinary actions are implemented fairly and with a sense of purpose.

______A variety of strategies are used to implement behavioral change, including cueing, appropriate ignoring and praising, redirecting, contracting, and verbal mediation.

Academic Instructional Design: Are instructional strategies that foster learning and address diverse learning styles used in classrooms?

______Instruction is provided that is challenging, but not frustrating.

______A variety of instructional methods are used based on student learning styles.

______Clear directions are provided for learning activities.

______Students participate in decisions about learning content and activities.

______Cultural implications are considered when planning lessons.

______Students expression and discussion of ideas is encouraged.

______Cooperative learning is fostered.

______Real-life experiences are incorporated into learning activities.

______Assignments are flexible to meet individual needs and interests.

______Evaluation is used to measure progress toward learning outcomes and to redesign the instructional process, rather than to only measure end products or establish comparisons.

Social Skills Development: Are social skills taught systematically to assure that appropriate and adaptive behaviors are a part of each child's behavioral repertoire?

Individual Behavior Plans: Are individual plans developed to meet the unique needs of students, when necessary?

______Evaluation methods for determining whether students exhibit identified skills are in place.

______Individual interventions are based on pre- and post-data collection and result in positive behaviors.

______Individual behavior plans include two parts: 1) teaching plan (i.e., skills to be acquired, teaching strategies, reinforcement plan) and 2) interim plan (i.e., what to do to manage the behavior while implementing the teaching plan).

______Individual plans are supported and monitored.

______Individual plans are given adequate time and opportunity to succeed.

______There is a process for involving parents/guardians in the planning of behavioral interventions.

Assessment: Are objective measures, such as structured observation, used to gather information about current behavioral performance for individuals or groups?

______Daily review of accomplishments is announced.

______Log of individual/group accomplishments is maintained.

______A variety of tests and instruments is available to determine the nature and extent of problematic behavior.

______Behavior checklists are completed by parents, teachers, administrators, support staff, and students.

______Information obtained in checklists and self-reports are validated or substantiated by independent, objective observations.

______Observations are structured to obtain frequency or duration data, as appropriate.

______Observations are structured to obtain information about the peer group as a normative reference.

______Data is kept on individual, class, and building academic progress.

______Data is kept on individual, class, and building behavior change.

______Adequate time is provided to teach and reinforce new skills.

Discipline Style: Are disciplinary procedures selected and implemented that match student needs?

______Staff are aware of various discipline styles, the accompanying beliefs about child development inherent in the styles, and the teacher behaviors that are consistent with the styles.

______Staff members can identify their own discipline styles.

______Staff can match discipline style with student needs.

______Staff can identify the effects of discipline style on student behavior.

Control Issues: Are staff aware of effects of interventions in relationship to students' needs for moving from a state of dependence (adult/external control) to independence (student/self-control)?

______Staff can design and implement a variety of interventions that promote student independence.

______Incentives for appropriate behavioral interactions focus on intrinsic rewards.

______Staff can identify and implement strategies that help students gain self-control (e.g., negotiating, choices, pairing verbal interventions with token or physical interventions).

______Staff members encourage student self-evaluation and monitoring.

______Behavior interventions are implemented by professionals in control of their own behavior.

Curriculum Review: Do staff frequently work in groups to examine aspects of the curriculum?

______The district's courses of study incorporate social skills throughout the K-12 curriculum.

______Staff have had input into the determination of the social skills to be taught.

Classroom Order: Are classroom activities organized to promote a classroom order that facilitates learning?

______Types of activities are planned to relate to the social developmental level of the students.

______Teachers constantly monitor the pace, rhythm, and duration of classroom events, as well as the conduct or behavior of individuals and groups.

______Classroom rules and procedures that establish expectations for classroom routines, group and individual instructional activities, and social interaction are developed, taught, and reinforced.

## Developing a Classroom Management Plan

## Instructional Design

| Identify the Problem(s) | Restate Each Problem as a Goal |
|---|---|
| | |

## Step 4: Develop Your Action Plan

- Identify Resources
- Identify Steps
- Identify Time Lines
- Identify Responsibilities
- Identify Evaluation Procedures for Each Goal

To develop an action plan, the committee identifies the priority goal(s) it will address. It compares the current status to its goal, identifies and reviews available resources, and discusses ways to meet its goal. The committee develops objectives and/or steps to meet each goal and identifies who is responsible for implementation. A time line should be developed for completion of each of the action plan steps. One of the steps in each goal will be to develop a marketing and dissemination plan. The committee will also develop an ongoing and continuous evaluation plan that summarizes baseline data, identifies outcomes and criteria, and establishes evaluation methods.

The committee should consider the impact the projected change may have on other components of the classroom management system and build this into their action plans.

Existing resources within the building and the district that can be used to support the implementation of the plan should be identified, and needed resources developed.

The action plan does not need to be a lengthy document. A plan that is clear and concise will facilitate its implementation.

# Climate

The action plan will focus on developing an environment that is supportive, innovative, and accepting of student and staff differences. A sense of collegiality is established. It is clear to anyone who enters that this building is for students and learning. Staff in a building with a good climate recognize that problems are inherent in the educational process and develop positive, successful ways of identifying and implementing solutions.

**The Committee Might**

Visit several schools. Identify the factors that make their environments welcoming or not.

Survey students, staff and community members and compare results.

Invite experts from the community to discuss ergonomics (i.e., the climate of the workplace) and assist in the selection of colors, lighting, furniture, and other furnishings.

Involve the school community in a school face lift.

**Climate Ideas**

- Have an open door policy--stop to talk to a parent
- Serve food congenially
- Ensure that the secretary is welcoming
- Place a rocking chair in the principal's office
- Keep buildings clean and in good repair
- Remove graffiti immediately
- Involve students in clean-up efforts
- Fix broken windows
- Make the building aesthetically pleasing (e.g., murals, wall hangings, planters)
- Post positively stated rules and expectations
- Post a welcome sign
- Structure classrooms to reduce potential conflict
- Involve the students in a contest to improve the inside or the outside environment

## Standard Procedures

The action plan will develop standard operating procedures regarding both the usual procedures (fire and tornado drills) as well as more complex procedures, such as reaching consensus on what behaviors warrant office referral and those that do not. Standard procedures will relate to board policy where applicable.

Some behavior management practices, such as time out, will require regulated procedures, if used at all. These regulations will be the same for all.

Standard procedures will assist in ensuring consistency from teacher to teacher in specified areas. An inherent flaw in consistency, however, is the assumption that all students are alike. Therefore, when developing standard procedures, there must be efforts to incorporate flexibility to allow for individual differences.

### The Committee Might

Develop a set of procedures that provide a consistent framework for identified classroom management strategies.

Ensure that a range of options are incorporated into any consequences or reinforcers.

Identify procedures that are to be regulated and those that are prohibited. These procedures will be the same for all.

Gather examples of documentation and record-keeping methods.

Determine what documentation and record keeping is necessary to support a comprehensive classroom management system.

Develop a plan for completing, managing, reporting, and evaluating data gathered.

## Instructional Design

The action plan for the instructional design component is multifaceted. It is apparent that children come to school with fewer prosocial skills than in the past. Schools are becoming more responsible for teaching behaviors that were once considered to be the responsibility of the home, the church, or the community. The action plan may include curriculum review and staff self-evaluation.

The plan should focus on the infusion of the instruction of social skills into already existing curricula, rather than the use of a program taught in isolation. It should introduce systematic teaching of social skills as a means to assure that appropriate and adaptive behaviors are a part of each child's behavioral repertoire.

### The Committee Might

Identify which skills to teach or emphasize, and identify resources available.

Review commercial social skills programs.

Review research and other information regarding social skills and the curriculum, and model teaching practices (see Appendix B for resources).

Identify which skills should be taught/reinforced by all staff. The committee may wish to complete the *Instructional Design* training activity.

Develop a plan to gather resources, training, and technical assistance to increase staff ability to implement necessary behavior management principles.

# Staff Development

The action plan for staff development is a vital part of any comprehensive system planning. Staff development activities need to be focused on specific topics and specific individual and group needs. Staff development planning must consider the needs identified in the analysis of each of the components of the entire classroom management system.

**The Committee Might**

Conduct a needs assessment to determine perceived skill strengths and deficits.

Design or identify individual inservices and staff development activities to meet specific needs.

Develop staff training for implementation of district classroom management policy and procedures.

Identify the classroom management strategies that require training prior to implementation.

Acquire consensus on inservice topics targeted for the entire staff.

Identify activities for modeling new skills, collegial discussion and support, using community resources, and opportunities for follow-up and feedback.

Develop a plan to monitor and evaluate the effectiveness of the training that supports the district's classroom management policy and procedures.

Identify strategies to promote awareness of the potential for abuse of classroom management practices.

Consider developing multiyear plans for staff development.

Develop opportunities for staff to exchange ideas and share expertise.

Identify local, state, and national resources.

Research new ideas.

Develop ongoing activities.

Identify strategies to maintain momentum.

## Support Systems

The action plan should assure that a variety of support systems are in place to address individual challenges and the diverse needs of students. Some of these supports include peer support groups, staff counseling or mentoring, and outside referral sources.

### The Committee Might

Identify existing staff and student support systems, and analyze each as to current effectiveness.

Acquire input from parents, students, and staff to identify any additional support systems needed to implement a comprehensive classroom management system.

Involve students, parents, and businesses in the design of student support systems to ensure that no student falls between the cracks.

Identify agencies, businesses, and services available to meet the needs of your school community.

Disseminate information on resources and services available to the school community.

Review the existing options for students with unique needs.

Explore alternative methods of meeting students needs.

Make recommendations to ensure that multiple options are available to address student discipline needs.

# School Community Awareness and Involvement

The action plan should address any problems in current information flow, communication systems, school accessibility, and collaboration efforts. Communication is essential to ensure that a comprehensive classroom management system works. Communication is necessary among staff, staff and students, parents, and other members of the school community. It involves keeping people informed and up to date, sharing the good news, and keeping people involved.

**The Committee Might**

Identify methods for involving parents and business representatives as valued and equal partners with the building team.

Determine methods of providing information about a comprehensive classroom management system.

Identify methods for keeping the community informed about the effectiveness of both a comprehensive classroom management system and individual student progress on a regular basis.

Ensure that methods for communicating positive information occurs more frequently than negative information.

Request assistance and involvement of school community members on problem solving/focus groups.

Develop activities of interest to encourage participation of all school community members.

## Step 5: Implement and Evaluate Your Plan

- Collect and Analyze Data
- Monitor Continuously
- Identify Problems as They Arise
- Make Adjustments
- Revise Plan, as Needed

The committee should designate individuals, from within the building as well as outside the building, to collect and analyze data, to monitor whether the plan is being implemented as developed, to document progress, and to recommend revisions.

The committee will determine the effect the comprehensive classroom management plan has on the problems initially identified. The committee will compare current status with the data used to identify the original problem and goals. The regular collection of data allows for an objective evaluation of the plan and how it is being administered. Annual collection, computerization, and analysis of specific information compiled from discipline records and attitudinal surveys, for example, is an excellent way to document longitudinal effects of the classroom management system. Information collected should be used to determine the need for additional and continuous revisions.

The committee should revise the current status information, identify the implications of information, and establish methods for revising the plan.

Student discipline problems are not likely to disappear as the result of a single plan. However, by creating a process for continuous development and evaluation, the school community is more likely to approach concerns as they arise with confidence in their ability to respond.

Appendix L: Positive Environment Checklist. (1994). In D. B. Wright, H. B. Gurman, & the California Associaton of School Psychologists/Diagnostic Center Positive Intervention Task Force. *Positive intervention for serious behavior problems* (p. 257). Sacramento: Resources in Special Education.

MATERIAL NOT COPYRIGHTED

## *Appendix L.*

# Positive Environment Checklist

*The following Positive Environment Checklist was designed for use in the federal project, "Building Positive Behavioral Support Plans."[1] When used to evaluate settings in which persons with severe disabilities live, work and go to school, in the context of a complete analysis and plan development process, it can play an important role in understanding how environmental features impact behavior. Refer to Appendix E for information on further training in this model.*

*The table, Process of Building a Positive Behavioral Support Plan, outlines the entire process involved in developing a plan for individuals challenged by severe disabilities in this model. Please note the Positive Environment Checklist is included in step 4, "Conduct Assessments" stage in this framework.*

## Positive Environment Checklist

The Positive Environment Checklist (PEC) is designed for use in evaluating whether the settings in which persons with severe disabilities live, work, and go to school are structured in a manner that promotes and maintains positive, adaptive behaviors. The PEC looks at whether settings provide the conditions that support positive behaviors and do not present conditions that make negative behaviors more likely. It also addresses several concerns related to the ways in which program staff support and interact with the people with disabilities in the setting.

The checklist should be used as part of a proactive, preventive approach to addressing problem behaviors. Positive environments will help to minimize the occurrence of problem behaviors. The checklist can be used as a general tool to provide an overall assessment of a setting. Also, when a particular individual is targeted, it can be used as part of a comprehensive analysis of an existing problem behavior(s) to determine whether environmental conditions are contributing to the problem.

The Positive Environment Checklist focuses on the physical, social, and programmatic structure of the environment. Checklist questions are divided into 5 sections: (1) Physical Setting, (2) Social Setting, (3) Activities and Instruction, (4) Scheduling and Predictability, and (5) Communication. Responses to questions in each area should be based on direct observation of the environment, on review of written program documents and records, or on responses obtained from questioning program personnel. Three response options are provided for each question: YES, NO, and UNCLEAR. The term "staff" applies to paid and volunteer personnel who provide support and services in the setting. The term "people" refers to the people with disabilities who live, work, or attend school in the setting.

Scoring the completed Positive Environment Checklist is simply a matter of determining which questions received a YES response, and which received NO or UNCLEAR responses. NO responses indicate areas or issues that should be addressed to create a more positive environment. UNCLEAR responses indicate the need for further analysis, perhaps by extended observation or by questioning a larger number of program personnel.

---

[1] The Positive Environmental Checklist is from: Albin, R. W., Horner, R. H., & O'Neill, R. E. (1993). Proactive behavioral support: Structuring and assessing environments. Eugene, OR, Specialized Training Program, University of Oregon.

| | | | |
|---|---|---|---|
| **SECTION 1: PHYSICAL SETTING** | | | |
| 1. Is the physical setting clean, well lighted, and Odor free? | YES | NO | UNCLEAR |
| 2. Is temperature regulation in the setting adequate? | YES | NO | UNCLEAR |
| 3. Is the physical setting visually pleasant and appealing? | YES | NO | UNCLEAR |
| 4. Does the arrangement of the setting promote easy access for all individuals within the setting? | YES | NO | UNCLEAR |
| 5. Is the setting arranged in a manner that facilitates needed staff support and supervision? | YES | NO | UNCLEAR |
| 6. Does the setting contain or provide interesting, age-appropriate items and materials for people to use? | YES | NO | UNCLEAR |
| 7. Is the setting located and structured in a manner that promotes and facilitates physical integration into the "regular" community? | YES | NO | UNCLEAR |
| **SECTION 2: SOCIAL SETTING** | | | |
| 1. Is the number of people in this setting appropriate for its physical size and purpose? | YES | NO | UNCLEAR |
| 2. Are the people who share this setting compatible in terms of age, gender, and support needs? | YES | NO | UNCLEAR |
| 3. Do the people who share this setting get along with each other? | YES | NO | UNCLEAR |
| 4. Is the staff ratio in this setting adequate to meet the support needs of all of the people here at all times? | YES | NO | UNCLEAR |
| 5. Do staff actively work to develop and maintain a positive rapport and relationship with the people here? | YES | NO | UNCLEAR |
| 6. Do staff promote and facilitate opportunities for social integration with people who are not paid to provide service? | YES | NO | UNCLEAR |

| SECTION 3: ACTIVITIES AND INSTRUCTION | | | |
|---|---|---|---|
| 1. Do people in this setting regularly participate (whether independent, supported or partial participation) in activities and tasks that are useful and meaningful to their daily lives? | YES | NO | UNCLEAR |
| 2. Do people participate in a variety of different activities? | YES | NO | UNCLEAR |
| 3. Do people participate in activities that occur irregular community settings outside of the home, school, or work place? | YES | NO | UNCLEAR |
| 4. Do people in this setting receive instruction on activities and skills that are useful and meaningful to their daily lives? | YES | NO | UNCLEAR |
| 5. Is the instruction that people receive individualized to meet specific learner needs? | YES | NO | UNCLEAR |
| 6. Are peoples' personal preferences taken into account when determining the activities and tasks in which they participate and receive training? | YES | NO | UNCLEAR |
| **SECTION 4: SCHEDULING AND PREDICTABILITY** | | | |
| 1. Is there a system or strategy used to identify what people in this setting should be doing and when? | YES | NO | UNCLEAR |
| 2. Is there a means to determine whether the things that should be occurring actually do occur? | YES | NO | UNCLEAR |
| 3. Do people in this setting have a way of knowing or predicting what they will be doing and when? | YES | NO | UNCLEAR |
| 4. Do staff prepare people in this setting in advance for changes in typical schedules or routines? | YES | NO | UNCLEAR |
| 5. Do people in this setting have opportunities to exercise choice in terms of what they will do, when, with whom, and what rewards they will receive? | YES | NO | UNCLEAR |

| SECTION 5: COMMUNICATION | | | |
|---|---|---|---|
| 1. Do people in this setting have "acceptable" means to communicate basic messages (e.g., requests, comments, rejections) to staff or others in the setting? | YES | NO | UNCLEAR |
| 2. Do staff promote and reward communication? | YES | NO | UNCLEAR |
| 3. Are effective, efficient communication strategies being used by or taught to the people in this setting? | YES | NO | UNCLEAR |
| 4. Are staff familiar with the receptive language levels and skills of the people in this setting? | YES | NO | UNCLEAR |
| 5. Do staff have "acceptable" means to communicate basic messages to the people in this setting? | YES | NO | UNCLEAR |

This instrument is designed to be used in the context of a complete process of building positive behavioral support plans.

National School Safety Center. (1990). Assessment Survey-B. The Discipline Context Inventory. In *School safety check book* (pp. 45 - 54). Malibu, CA: Pepperdine University.

**REPRINTED WITH PERMISSION**

## Assessment Survey-B
## The Discipline Context Inventory

The eight factors (lettered A-H in the survey below) make up the living curriculum of the school; they convey to everyone in the school "how we behave around here." They show how an individual fits into the school every minute of the day, how he or she will be rewarded and how to behave to receive those rewards. Improving discipline in a school can best be achieved by examining these eight factors and by taking action to make them cause the behavior desired.

*Introduction*
This inventory is neither a "scorecard" nor an objective test. It is a working guide for use by school personnel, students and parents to analyze programs and to identify problem areas they may wish to work on to reduce disruption and to improve discipline in their schools.

*Directions*
Circle a number to rate your school on a scale of 0 to 5, with a rating of 0 indicating that the statement is not at all true of your school and a rating of 5 indicating that the statement is clearly true of your school.

A. *The way people work together for problem-solving and decision-making.* Generally, more open and widespread participation is related to fewer disruptive behaviors and greater feelings of responsibility among teachers and students.

1. Faculty meetings are for staff development and problem-solving. 0 1 2 3 4 5
2. Faculty members communicate concerns about district policies to central administration and modify those policies for their students' benefit. 0 1 2 3 4 5
3. A sense of direction and mutual purpose is shared among a significant number of staff, students and, to some extent, parents. They can describe goals and achievements in specific, understandable terms. 0 1 2 3 4 5
4. The school district central administration expects problems to be solved by local staff and community members. 0 1 2 3 4 5
5. Problems do not fester; they are identified and resolved. The attitude, "What can we do?" replaces the attitude, "It can't be done." 0 1 2 3 4 5
6. The school district provides time and consultants

to aid in solving problems. 0 1 2 3 4 5

7. Adults in the school recognize their own responsibilities for handling situations or for solving problems that affect themselves or the students. 0 1 2 3 4 5
8. A large number of the staff is involved in planning and in implementing school activities. Participation is high and widely distributed. 0 1 2 3 4 5
9. Staff members and students feel that the school belongs to them and that they can make a difference in it. 0 1 2 3 4 5
10. Staff members exhibit a sense of accomplishment, giving a positive tone to the climate of the school. 0 1 2 3 4 5
11. Staff members recognize their own problems and don't take them out on the students. 0 1 2 3 4 5
12. Staff members communicate openly and frequently with one another about significant educational matters. 0 1 2 3 4 5
13. Staff members are relaxed and not afraid of their students. 0 1 2 3 4 5
14. Staff members know how to prevent discipline problems caused by adults, by school procedures or by the school organization. 0 1 2 3 4 5

B. *The distribution of authority and status.* Generally, when there are fewer barriers to communication, more involvement in exercising authority and fewer status differences, the result is a more widespread sense of responsibility and a greater commitment among staff and students.

1. Status differences among various staff groups are eliminated. 0 1 2 3 4 5
2. No one ignores problems, refuses to do what needs to be done or says, "It's not my job." 0 1 2 3 4 5
3. Administrators' expectations are clearly communicated. 0 1 2 3 4 5
4. Staff members generally agree on what principals, teachers, aides, etc., are expected to do in given circumstances. 0 1 2 3 4 5
5. Teachers are able to communicate concerns, questions or constructive ideas to "superiors." 0 1 2 3 4 5
6. Each person accepts criticism from those who receive his/her services. 0 1 2 3 4 5
7. School secretaries, aides, custodians, bus drivers and other school staff members participate in faculty meetings and in-service sessions. 0 1 2 3 4 5

8. Parents participate in classroom and school activities and are represented at most faculty meetings and in-service sessions. 0 1 2 3 4 5
9. Teachers help one another solve problems rather than criticize other teachers or students. 0 1 2 3 4 5
10. Responsibilities and "territories" are shared and respected; people are not possessive nor are they fearful that someone will "take over" their job, space or materials. They say "our school" and "our students," not "mine." 0 1 2 3 4 5
11. Status differences among student groups that segregate or limit communications are eliminated. 0 1 2 3 4 5

C. *Student belongingness.* Students feel that the school serves their needs, is a safe and happy place to be, treats them as valued individuals and provides ways in which student concerns are treated fairly. When students feel supported and are involved in the life of the school, fewer disruptions or irresponsible behaviors will occur.

1. Students participate in solving the problems of the classroom and the school. 0 1 2 3 4 5
2. A large number of the students are involved in planning and implementing the school's activities. Students feel that the school belongs to them and that they can make a difference in it. 0 1 2 3 4 5
3. Students exhibit a sense of accomplishment, giving a positive tone to the climate of the school. 0 1 2 3 4 5
4. Teachers know the names of students, not only those in their classrooms but others in the school. 0 1 2 3 4 5
5. Students take responsibility for enforcing the agreed-upon rules and procedures with their peers and with teachers and administrators. 0 1 2 3 4 5
6. When making school policy decisions, the educational growth of students takes priority over concerns such as adult convenience, pleasing superiors, saving face or maintaining tradition. 0 1 2 3 4 5
7. Students take responsibility for their actions. 0 1 2 3 4 5
8. Students are included as members of the school. 0 1 2 3 4 5
9. Students' work is displayed in classrooms, display cases, corridors and cafeterias. 0 1 2 3 4 5
10. Students are involved in planning school decorations. 0 1 2 3 4 5
11. Students feel responsible for keeping the school environment attractive and clean. 0 1 2 3 4 5

12. Students may use the facilities freely as long as there is consideration for other students and for adults. 0 1 2 3 4 5
13. When necessary, basic needs of students from poor families are met through whatever resources are available without "spotlighting" them. 0 1 2 3 4 5
14. Children with special problems are diagnosed and help is provided in a manner that does not stigmatize them or separate them from normal school activities. 0 1 2 3 4 5
15. Teachers respect the students' language and culture. 0 1 2 3 4 5
16. Each student has at least one contact on the faculty who serves as an advocate. 0 1 2 3 4 5
17. Students believe the school offers what they need and they find school interesting. 0 1 2 3 4 5
18. All students are included in all classroom and school activities, regardless of sex, race, religion, socioeconomic status or academic ability. 0 1 2 3 4 5

D. *Procedures for developing and implementing rules.* Generally, when rules are made by the people involved and when expectations are clearly understood, there are fewer transgressions. The more nearly rules are derived from principles of learning and of normal human behavior, the more effective they are. The more the school operates like a community, as opposed to a prison or army, the fewer the problems.

1. Rules and expectations are clearly defined, stated and communicated so that people know what to do. 0 1 2 3 4 5
2. Students are involved in rule-making. 0 1 2 3 4 5
3. Rules are made by the people who must enforce them. 0 1 2 3 4 5
4. Disciplinary techniques are used to teach positive ways of behaving, not to punish or to teach blind obedience. 0 1 2 3 4 5
5. A few good rules are made and enforced rather than having too many rules that are not enforced. 0 1 2 3 4 5
6. Rules are enforced in a way that will reinforce the behavior that is desired. 0 1 2 3 4 5
7. Unenforceable rules are eliminated. 0 1 2 3 4 5
8. Due process is applied before punishment. 0 1 2 3 4 5
9. Students and others are assumed to be innocent until proven guilty of infractions. 0 1 2 3 4 5
10. A complete description of what transpired during

any discipline incident is expected from adults and students. 0 1 2 3 4 5

11. Teachers are not assumed to be "right" all the time. 0 1 2 3 4 5
12. Students are not punished if such punishment has no positive educational outcome. 0 1 2 3 4 5
13. Rules and disciplinary procedures are examined and revised to prevent negative educational outcomes such as lower self-respect, dislike for school, lack of responsibility for one's own behavior, sense of helplessness, etc. 0 1 2 3 4 5
14. Rules apply only to behavior that has a direct effect on the school or classroom, not to matters that are trivial or highly personal. 0 1 2 3 4 5

E. *Curriculum and instructional practices.* A curriculum which emphasizes learning that is appropriate for the students served and that provides a greater variety of materials and activities tends to reduce discipline problems.

1. The curriculum is viewed as more than the content to be taught in subject-matter classes. 0 1 2 3 4 5
2. Administrative procedures are related to the explicit curriculum goals of the school. 0 1 2 3 4 5
3. Field trips, outside speakers and other good practices are seen as ordinary teaching methods that teachers may utilize without excessive administrative procedures. 0 1 2 3 4 5
4. A variety of teaching styles is evident among faculty members. 0 1 2 3 4 5
5. Individual differences and differences in learning styles are respected and accommodated. 0 1 2 3 4 5
6. Students may transfer from one teacher to another, or one program to another, depending upon their learning styles and their particular educational goals. 0 1 2 3 4 5
7. Teachers choose the methods and materials that serve best for achieving their goals. 0 1 2 3 4 5
8. Teaching methods and instructional materials build on what the student already knows. 0 1 2 3 4 5
9. Students have choices in schedules and assignments. 0 1 2 3 4 5
10. The curriculum includes teaching students how to make choices. 0 1 2 3 4 5
11. Teaching methods provide for active learning and are neither boring nor frustrating. 0 1 2 3 4 5

12. Counterproductive practices are changed or eliminated as speedily as alternatives can be developed. 0 1 2 3 4 5
13. The student-teacher ratio is reasonably low. 0 1 2 3 4 5
14. Playgrounds, school buses, cafeterias and hallways are viewed as places where students learn; teachers design and implement a curriculum for those areas. 0 1 2 3 4 5
15. Students are frequently involved in learning activities outside the classroom and in the community. 0 1 2 3 4 5
16. Some failure is accepted as a natural part of learning and growth. 0 1 2 3 4 5

F. *Processes for dealing with personal problems.* Generally, practices that help people cope with their lives outside the school and with problems that are not directly related to school matters stimulate greater commitment to participate fully in the work of the school.

1. Before rushing to solve a problem, people clarify whether there is a problem and define what it is. 0 1 2 3 4 5
2. Individual and cultural differences are respected and valued and are allowed to be openly expressed in the school. 0 1 2 3 4 5
3. Staff and students recognize that even "good" students and "good" teachers have problems. 0 1 2 3 4 5
4. Students are permitted to have "low days." 0 1 2 3 4 5
5. Teachers are permitted to feel angry, to have "low days" or to make mistakes. 0 1 2 3 4 5
6. Staff members understand student behavior and avoid causing problems when there are none. 0 1 2 3 4 5
7. Students do not try to manipulate adults. 0 1 2 3 4 5
8. Minor student misbehavior does not warrant undue attention. 0 1 2 3 4 5
9. Teachers are able to discern when a discipline incident is over. 0 1 2 3 4 5
10. Staff members do not get distracted from what they want the students to do. 0 1 2 3 4 5
11. Teachers do not escalate small problems into larger ones. 0 1 2 3 4 5
12. Staff and students express and discuss problems as they arise rather than tucking them away. 0 1 2 3 4 5
13. If a person has a problem with another, he or she discusses it directly with that person. 0 1 2 3 4 5
14. When dissatisfied with their own performance, people focus on growing and do not punish

themselves for being short of perfection. 0 1 2 3 4 5

15. Both students and staff can give tangible examples of growth that have occurred in adults or students. 0 1 2 3 4 5
16. All people in the school recognize and celebrate (even in small ways) when one of them achieves something good. 0 1 2 3 4 5
17. People help one another in ways that help them to become independent. 0 1 2 3 4 5
18. Teachers and students admit feelings that are causing them to behave inappropriately, but they do not blame others for their own feelings. 0 1 2 3 4 5

G. *Relationships with parents and other community members.* Generally, more open relationships with parents and other community members result in better achievement and behavior in the school. Close home and community contacts also enhance the students' sense of belonging.

1. Teachers and administrators frequently participate in groups and organizations within the community that can offer support to students and to the school. 0 1 2 3 4 5
2. Teachers know the students, parents and community and frequently interact with each of them. 0 1 2 3 4 5
3. Teachers know the neighborhood, the street names, the stores and the places of entertainment of their students. 0 1 2 3 4 5
4. Teachers recognize they may hold stereotypes about some students and parents as individuals and try in various ways to break down those stereotypes. 0 1 2 3 4 5
5. Teachers and other school personnel visit students' homes frequently. 0 1 2 3 4 5
6. Each teacher visits the home of every homeroom student (or advisee) early in the school year before any problem can arise. 0 1 2 3 4 5

H. *Physical environment*. Generally, environments that are pleasant for adults and students to work in and that reflect the interests, culture and values of students encourage good behavior. The more the school environment looks like a workshop, a library, a restaurant or a conference center and less like a prison or institution, the fewer the problems.

1. Meeting and social areas are not crowded. 0 1 2 3 4 5
2. Adequate materials are available and they are

organized for easy access and cleanup. 0 1 2 3 4 5

3. The physical environment is well-organized in order to permit a maximum of student independence and behavior. 0 1 2 3 4 5
4. Necessary space and adequate facilities are available for student work. 0 1 2 3 4 5
5. The school plant is well-planned to accommodate easy movement within and between classrooms and large group areas. 0 1 2 3 4 5
6. The cafeteria has places where small groups can sit, eat and talk quietly together. 0 1 2 3 4 5
7. There are several "nooks and crannies" where individuals may be alone to think, read or work. 0 1 2 3 4 5
8. Places are designed where small groups can work together without having to talk loudly to be heard. 0 1 2 3 4 5
9. The school is attractive and inviting. 0 1 2 3 4 5
10. Staff members feel responsible for keeping the school environment attractive and clean. 0 1 2 3 4 5
11. Staff and students are able to analyze "trouble areas" in the environment and make provisions to solve the problems. 0 1 2 3 4 5
12. The environment is well-designed acoustically. 0 1 2 3 4 5
13. Traffic patterns are analyzed to eliminate causes of discipline. 0 1 2 3 4 5

*Using the inventory for problem-solving meetings*

The *inventory* may be used with faculty or parent groups to identify problems in the school and to establish goals for solving those problems. The following procedure is suggested, but adaptations may be needed to suit local conditions.

Step 1: Begin by selecting only one of the eight sections in the *inventory* for rating your school. The selection may be made by asking the faculty to rank the eight areas to determine which one they would be most interested in working on or which one most needs attention. The principal or administration also could decide which area needs the most attention. Sometimes a recent incident in the school might help determine on which area to focus.

Step 2: Involve staff members early in the process prior to the faculty meeting. Through informal conversations with staff members, present the ideas in the *inventory* and get their suggestions about which ones need attention. Distribute an open-ended questionnaire soliciting the staff's ideas about the major causes of discipline problems (or other problems) in the school. Distribute evidence of problems such as achievement test results, suspension rates or incidence of some disruptive behavior, then use the *inventory* as suggested to get at the causes.

Step 3: Use only one of the eight sections of the *inventory* for the content of a staff meeting. Staff meetings are too short to deal with the entire range of items included in the *inventory*. The staff might be overwhelmed or become frustrated if presented with too many items.

Step 4: Divide the staff into groups of five, consisting of members from different departments, different status levels (include non-certified personnel), different grade levels, different sexes and different races. Have them seat themselves in circles to facilitate direct eye contact and discussion.

Step 5: Give each group sheets of chart paper, a marker and some masking tape for hanging the charts on the wall.

Step 6: Have each person rate the school on all of the items in the section that has been selected for the meeting. The rating can be done before the meeting starts, at the beginning of the meeting or just after the small groups have been assigned in Step 4. The rating should be done individually and with no discussion among the group.

Step 7: Ask the staff to read the introduction to the *inventory* so they will understand why they are doing the next steps. Encourage the staff to discuss the introduction to clarify their thinking or to voice their disagreements. Try to get all staff members to participate and avoid letting one person act as the "expert" on the *inventory* and the rationale behind it.

Step 8: Have each group discuss their ratings, then list on the chart the three or four items that have the highest ratings and the three or four items that have the lowest ratings in their group.

Step 9: Have the whole staff look at the charts showing the strongest and weakest items for the school, then the whole group should develop a list of the items that most need attention. Items for the list should be selected through consensus, not through voting. Consensus requires that all disagreements are stated, heard and considered, and that all participants agree before final action is taken. Voting divides groups into "winners" and "losers" and reduces feelings of responsibility for carrying out the decision. For more on consensus, consult "Techniques to Facilitate Consensus," in R.A. Schmuck and P.J. Runkel, *Third Handbook of Organization Devel-*

*opment in Schools*, Palo Alto, California: Mayfield Publishing, 1982.

Step 10: Using the list developed by the whole group (Step 9), have each individual categorize the items by using the following questions:

1. Which items do you think you cannot do anything about?
2. Which items do you not want to do anything about?
3. Which items do you think you could do something about and want to do something about?

Step 11: Using the answers to question No. 3 above, assign committees to work on one item with the intention of improving it. Have each group submit a work plan at the next faculty meeting showing what will be done, by whom and on what timeline. Use the procedures suggested in Figure 1.

Step 12: Have each group report progress at each faculty meeting. Provide suggestions and help as indicated. Discuss progress informally between meetings.

*Copyright 1982, William W. Wayson. Permission granted to the National School Safety Center to reprint in the* School Safety Check Book. *Any school that wishes to reproduce this* inventory *for use in local staff development programs is granted permission to do so.*

**Figure 1**

Goal: ____________________

Indicators of success: ____________________

Activities necessary for reaching goal: ____________________

Resources needed to do Activities: ____________________

Time when activity has to be done: ____________________

Person responsible for doing job: ____________________

Jenson, W. R., Andrews, D., & Reavis, K. (1993, Winter). Good behavior pool: A positive, whole-school discipline program. *The Best Times*, p. 3.

MATERIAL NOT COPYRIGHTED

Winter, 1993

# Interventions Corner

## Good Behavior Pool:

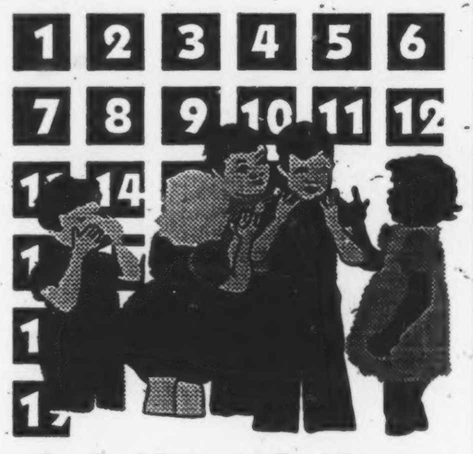
## A Positive, Whole-School Discipline Program

*— by William R. Jenson, Debra Andrews, and Ken Reavis*

*"Now I caught you behaving - Get to the principal's office!"*

Ever bet on a basketball game or play bingo even if it were just for a soda? It's fun, and it can be used to manage behavior in schools where the students bet their good behavior. This is how the program works. Most schools have a glassed-in central office. The windows to the office are needed to display a poster with about 150 to 200 squares. Each square on the poster is numbered 1 to 200 and the squares are big enough to write one student's name in each box (it helps to laminate the poster). The poster is attached to the window so that the squares face out and the students can see them as they pass the office. A piece of tape should run along the bottom of the poster to act as a hinge, and a small piece of tape should be placed at the top to act as a fastener for the poster.

Pennies or plastic poker chips are also needed for the program. You should have as many pennies as there are squares on the poster. Each penny is number (1 to 200- it helps to engrave the pennies because magic maker numbering will rub off). The pennies are kept by the principle or secretary in an opaque container in the office. Also, an Office or Principal's Mystery Motivator is needed. This is simply an envelop with a slip of paper in it that has a reward written on it (i.e., pizza for lunch, soda, "prince" cancels your homework for the day, small treats, etc.). The Principal's Mystery Motivator is hung on his or her door with a big question mark on it. Reference to the reward or hints can be given by the principal randomly over the school's intercom to increase anticipation in the students.



The Good Behavior Pool Poster

School rules are needed to run the program. Approximately 5 rules that are posted in the halls, on the doors, and near the Behavior Pool Poster. When students are caught following the school rules, they are sent down to the Principal's office. Under supervision, they are asked to close their eyes and pick a penny randomly from the container. Then the poster is unhooked from the top and the student writes (with a water based pen if the poster is laminated so it can be used repeatedly) his or her name in the numbered square that corresponds to the penny's number. The poster is then re-taped and the student goes back to class. The penny that was picked is not replaced in the container.

When any row, column, diagonal of squares is completed by adding the last student name, those students are called down to the office over the school intercom to be rewarded by the principal. Only the students in the winning row, column, or diagonal win. The Principal's Mystery motivator is opened and the winning students immediately get the reward that was written on the piece of paper. The board is then erased and the process is started all over again.

The major advantages of this system is that it is very positive. Kids are sent to the office for following rules and directions. In addition, names of students who follow rules are advertised on the poster for other students to see. The system is random which increases the suspense and anticipation, plus it cost very little to run. Reluctant teachers can be assigned to catch a student being good and send them to the office for behaving. However, Good Behavior Pool requires objective and specific school rules. You can get a rules chart and examples of good and poor rules from the BEST Project.

With this program you can send, with flair, a student to the office for behaving. "Now I caught you following the school rules! Get to the principal's office and play Good Behavior Pool! I might even call your parent about this incident. You are acting far too good – but I like it".

# Appendix F
# Violence Prevention

National Association of School Psychologists. (1994, July). "What works." In*Testimony on preventing school violence and effective methods for improving school safety. to the Subcommittee on Elementary, Secondary and Vocational Education* (pp. 4 - 7). Washington, DC: United States House of Representatives.

**MATERIAL NOT COPYRIGHTED**

## What Works

Any effective intervention must be multi-dimensional, theory based, tested and known to change positively behavior and improve skills, including academic skills. Successful programs involve whole systems and require community investment and parent involvement. Interagency coordination is critical. The effort must be sustained over decades and each plan must be individualized to the local community culture. Programs must be monitored and evaluated. "Feel good" results where participants say the program made them more sensitive are not enough. There must be a measurable decrease in the numbers of violent acts and an increase in the academic success of the students.

### School Variables known to Reduce Violence

**Leadership:** The school-based administrator who provides a firm, fair consistent leadership style can reduce violence. An administrator who governs, who uses a consistent management style, who supports excellence, who acknowledges problems and who measures, records and reports results is a violence preventer.

**School Size:** Smaller is Safer. Large, crowded schools are more likely to be impersonal, non-participating environments. In small schools teachers know students and the students know each other. There is greater participation in extracurricular activities (per 100 students) in small high schools. There is also a greater chance that "outsiders" will be recognized as such.

**School Staff:** Teachers and school staff who are provided the training and support to demonstrate the following attributes have been shown to help reduce school violence: a drive for excellence in their expectations for all students. Ability to communicate a positive attitude toward learning and toward children and their families. Able to use consistent classroom/school behavior management techniques, individualized instruction and effective, culturally sensitive, communication. Ability to seek and use school-based and community resources in problem solving. Ability to understand, involve, share and communicate with parents, and engage parents in their child's learning. Knowledge of and participation in developing students rights and responsibilities handbook. Knowledge of and ability to support social skill development, self esteem building, conflict resolution and prevention techniques and procedures. Ability to take responsibility in a crisis as a team member in a school wide crisis plan. Ability to acknowledge problems and to measure, record and report student progress in learning and behavior.

**School Supports:** Students who are aggressive frequently have other significant problems including academic problems and poor interpersonal skills. They fail classes and are often retained. They are frequently exposed to harsh punishment and or extremely inconsistent discipline at home. They tend to project blame and lack trust in adults. They perceive hostile motives to benign intentions. They tend to see aggression as having a positive outcome and see others as more aggressive than they are (Larson, 1994). Schools adequately staffed with pupil services teams of school psychologists, counselors, nurses and social workers are able to work cooperatively with school staff, families and agencies to address the complex needs of students with aggressive tendencies.

Successful school programs take these factors into consideration and provide the resources to assist these children in being successful in school. This requires a recognition of the complex of problems and the need to design and implement a measurable plan to rectify these problems. Services are best started early, even preschool. Programs which provide developmentally appropriate intellectual stimulation, that also deal with social and emotional needs and teach effective ways to make choices and decisions are effective. They are most effective when they go beyond school and are transferred into the home and the community. Here is a place where the media could help by presenting models of what is being taught in school and at home.

**School-wide problem solving teams:** Schools which have effective problem solving and assistance teams are best able to provide the support and guidance that teachers and parents need to assure a positive school-community environment. Programs cannot just focus on violence and discipline. They must be designed to assure the social-emotional well-being of all children. Developing and maintaining a positive school atmosphere and preparing children and adolescents to use non-violent means to problem solve must be a school goal. Today schools must take the responsibility, in cooperation with families and the community, for teaching children social competence skills. This is a process that requires instruction and practice in school and at home. It can become the first line of long term prevention when it is initiated in the primary grades and reinforced at those times of transition when children move through school into adolescence and adulthood.

**Prevention Plans: Primary Prevention** is imperative if we are ever to break the cycle which is presently destroying too many lives within our communities. However there is research that shows that we cannot reach all of the impulsive, angry, disenfranchised children with these supports. **Secondary Prevention** is designed to help the so called "high-risk" children who appear to have a high chance of becoming aggressive. They need more specific, comprehensive and intensive services to reduce the chances of their becoming violent. These children need programs that will change the factors which are pushing them toward violence. Families can be assisted in learning more effective home and behavior management skills. Such programs have been shown to be effective in changing patterns of past failures. Youthful offenders who go untreated are highly likely to re-offend when compared to youth who are treated comprehensively, with academic support, psychological and family counseling support and activity/peer support.

Virginia Association of School Superintendents. (1993, Spring). The challenge of change. *School Safety, pp. 4 - 8.*

**REPRINTED WITH PERMISSION OF THE NATIONAL SCHOOL SAFETY CENTER**

BY THE VIRGINIA ASSOCIATION OF SCHOOL SUPERINTENDENTS

*In an historic effort, seven major educational organizations in Virginia convened to develop a statewide plan of action to combat school crime and violence.*

# The challenge of change

Few people are unaffected by the increase in violent crime. Of particular concern is the movement of these behaviors into schools, whether they are urban, suburban or rural. One of the most frequently cited problems for educators is community-based conflict that is brought into the school building. School staff traditionally have not been trained to handle the growing frequency of incidents requiring more law enforcement skills than teaching and educational management skills.

It is not uncommon, unexpected or abnormal for child development patterns to include acting-out behaviors, peer conflict and personal/emotional development concerns. What is clearly different is the changing environment in which educators and parents must address these problems. The American Psychological Association estimates in a recent study that the average child who watches television sees 8,000 murders and more than 100,000 other acts of violence before finishing elementary school.

Last year, representatives of major educational associations and agencies met for an open discussion of concerns related to evidence of increases in acts of violence and other disruptive behavior on the part of certain students in the schools of Virginia. This forum provided participants an opportunity to share organizational perspectives for the problem. It also was a forum for the introduction of ideas to assist in maintaining safe educational environments as well as ideas to help young people in developing appropriate discipline.

**Providing safe schools**

The primary focus of this voluntary planning effort has been the responsibility of schools and their governing authorities to provide safe schools for the children and the communities they serve. Yet, there is strong agreement that the establishment of safe schools is inseparable from the issues of violence and crime in the larger community.

Safe school solutions must ultimately be pursued in the context of a commitment to create safe communities, not just safe schools. Only the broadest possible coordinated response of parents, educators, community leaders, and public and private agencies can produce a long-term effect.

Concerns of the participants of this summit include:

- the continuing effects of prejudice;
- the growing disparity between rich and poor, particularly the increase in the number of children living in poverty;
- the need for our institutions and communities to address cultural diversity and the necessity for young people to respect differences but value our common humanity; and,
- the effects upon our children and schools, not only of substance abuse, but of children born to abusers.

These issues are tremendous barriers to the successes of young people and their communities.

The challenge of change is not limited to our communities. There are challenges in the schoolhouse as well. Students frequently complain of a sense of alienation and even boredom. Students, teachers, administrators and parents express concerns about educational environments that are depersonalized. There is reason to question whether schools are equipped to meet the growing medical and psychological needs of many youths, but there are no immediate alternatives. A curriculum for academic excellence may appear meaningless when some children are struggling just to survive.

Many young people need alternatives to the traditional 19th century school model. Positive staff attitude and commitment must be the foundation for convincing large numbers of "at-risk" young people of their potential. Expectations must be real on the day children first arrive for formal schooling. These are the challenges for our schools and the changing roles that they are confronting. Schooling is not simply being reformed; it is being redefined.

Finally, modern society with its economic demands and changing work and family styles has made more difficult the personal parent-child relationship. Par-

REPRINTED WITH PERMISSION

enting may require more skills and attention than ever before, and the necessity of parenting support and outreach programs may no longer be a luxury. Most parents can be counted on to support their children, but an increasing number of young people cannot rely on their parents as resources. For the children of these parents, society must determine its collective accountability and responsibility while not encouraging others to abdicate the role which they have correctly assumed.

### Responsibilities identified

Three equally important areas of public responsibility have been identified in this summit process as key to resolving issues of school violence.

Teachers, school administrators, parents, and the appointed and elected officials who provide governance collectively must build the legal, regulatory and programmatic environment that supports individual responsibility and accountability. In turn, the people who deliver programs and administer public systems must aggressively apply their technical and leadership skills to meet the challenges posed by increased violence.

In this context, each school and its community equally share three major responsibilities. *First, schools and their communities are responsible for providing a safe and appropriate school environment.*

The ability of school administrators to manage large numbers of students and adults is affected by problems of school design and the availability of technology. The management of public events on school property and the balancing of individual civil liberties with regulations necessary in compulsory attendance environments have become an increasingly difficult and complex task.

School staff members are the first to admit that their training has not generally equipped them with the skills to manage many of the youth now in their classrooms. They must, however, assume increased responsibility for both effective management of students in a compulsory attendance environment and skilled crime prevention strategies. Schools must train staff for the needs of diverse populations and maintain a safe physical environment clear of foreseeable threats of injury and disruptive behaviors.

*Second, schools and their communities must re-examine their programs to be sure that they support the long-term family and educational needs for prevention rather than just intervention.*

These efforts need to respond to depersonalization within the school environment and the failure of many students to achieve success or adapt to traditional educational structures. The communication links between school personnel and the parents of disruptive children sometimes are weakened by circumstances that neither party can control. Strategies to build this communication and mutual support for each other's efforts are essential for many young people's success.

### Participating Associations

Virginia Association of Elementary School Principals
Virginia Association of Secondary School Principals
Virginia Association of School Superintendents
Virginia Congress of Parents and Teachers
Virginia Education Association
Virginia Middle School Association
Virginia School Boards Association

High priorities in this response should be given to the powerful impact that strong, energized community coalitions may have in developing local solutions. Coordinated interagency planning, targeted on the specific and unique problems of a community and supported by broad-based community and parent involvement, will signal the first step to success.

Schools must make certain that their curriculum is relevant to the development of personal responsibility and that staff is skilled for the task. Schools must also ensure a strong early childhood education commitment and utilize effectively and early the array of community agency resources when intervention is needed. A properly structured and delivered instructional program must become our best and most effective offense.

*Third, schools and their communities must demand and achieve a strong and consistent disciplinary expectation and application of that expectation for every student.*

Schools cannot tolerate student behaviors which jeopardize the safety and well-being of other children in compulsory environments. The responsibility of school staff and its governing leadership is to balance conflicting rights and responsibilities. This will, at times, result in normal and appropriate disputes as parents rightfully protect the interests of their children. In this context, however, school administrators with the support of local school boards are the practical advocates of the rights and interests of the collective group of young people. Ultimately, the balance of conflicting interests must be achieved by school boards and the courts.

### Blaming others

When the organizations involved in this effort first began work and the issues were being identified, the single concern most frequently cited by the participants was "the tendency to blame 'others' for the problem." There was a concern that across our communities, including parents, educators, and public and private agencies, there was an "unwillingness to accept shared responsibility for solutions." Having completed these discussions and having received numerous expressions of assistance and cooperation from resources ranging from state agencies to individual citizens, the participants recognize the truth of human nature expressed in the first concern but reject the pessimism of the second.

### Summit recommendations

Violence in our communities is being studied by many different and responsible parties across our state and nation. The process of consensus building and collaboration used by the summit reflects a path similar to that which each of our communities must travel to achieve the commonly held goal of safe schools. No single set of recommendations will include all that can or should be done. No single set of recommendations can reflect a total understanding of a problem so complex. Each can and should, however, contribute to the public discussion, each offering its own unique perspective of a challenge critical to our nation and our schools.

The following recommendations are offered in that spirit and with a commitment to work with all for safer schools. The greatest desire among participants in this effort is that the recommendations assist in positive and visionary decision-making in the larger community. Standing alone, absent such collaboration, they are likely to be inadequate for this mutual challenge.

*Fair discipline*

Schools must not tolerate student behaviors which jeopardize the safety and physical well-being of other children in compulsory attendance environments. In exercising our mutual responsibility for the education of each child, school administrators and school boards serve as the practical advocates of the rights and well-being of young people served in the schools.

Despite the difficult task of finding this balance in sometimes conflicting responsibilities, several basic commitments must reflect our joint responsibility to each child as well as to all children.

- All have a right to school environments free from serious disruption.
- Each and all have a right to be treated fairly and without discrimination in the application of discipline.
- Each and all have a right to high expectations and competent professional service.

Every failure by responsible adults, whether a parent or a public service provider, is a setback. Young people must observe in the setting of expectations, communication of expectations and application of our mutual commitments to each other, the first and most powerful lessons in citizenship and personal responsibility.

*Access to information*

The handling of student school disciplinary records in Virginia is interpreted differently among local school divisions, sometimes resulting in the creation of records systems independent of appropriate regulations. School disciplinary records related to serious and/or criminal activity must be available to public school officials who are charged with protecting the safety and well-being of a school community and are also responsible for the education and intervention support services for students. Although the present statutes and regulations intend this outcome, several revisions will enable clearer interpretation and management of the records and govern the appropriateness of their use.

*Availability of weapons*

The disturbing reality for many school children and youth is an increasingly commonplace witness to acts of violence in their communities. Also disturbing is young people's easy accessibility to handguns whether by illegal purchase, gift or acquisition in their homes because of negligent security efforts by adults.

The potential for tragedy for young people is the same whether they willfully acquire and bring guns to school intending harm, whether they bring them because of fear, or whether they simply discover them in their homes at an age when they do not perceive the difference between a weapon and a toy. Schools must be the safest places in our communities, but it is unreasonable to expect that school environments will not reflect the adult values of the homes and the communities where children live.

This report has generally refrained from proposals dealing with the larger issues of violence and growing criminal activity in our community. It does seek to address those specific factors most closely related to making schools, and activities on school property, the safest place and most secure activity in the community. In this context, the increased availability of guns cannot be ignored.

*Parenting programs*

It is not uncommon for schools to find parents, particularly those from what may be considered dysfunctional backgrounds, struggling to raise the child the school also struggles to teach. Many of these parents are caring and desirous of helping their children grow and develop into good citizens but are in need of assistance. It also is true that many of the parents need information, counseling, and a continuum of support and educational programs.

It is probable that the schools' ability to intervene effectively with potentially violent youth will have limited success if the parents, especially those seeking assistance, are not provided an integrated, public agency education and counseling program.

*Home-school link*

For most parents, the home-school partnership is a vital and necessary link to assure the healthy development of their children and to assure significant educational achievement. This partnership must be strong and continuous.

For a growing number of children, however, the parent, either by choice or through lack of support, is not a participant in this partnership. The children of some of these parents find ways to manage more independently and find their own support areas for success. But for many children this lack of a parent-school support system has devastating results; these children must confront difficult situations or deal with special developmental needs alone.

Our society traditionally has held parents accountable for the welfare of their children related to shelter, clothing, food, medical care and school attendance. It may now be necessary for our society to find new and innovative ways to assure that parents provide these basic legal obligations, as well as assure that they accept responsibility for assisting their children in reaching maturity with some standard of personal and social responsibility.

*Alternative programs*

Many school divisions provide a wide range of alternative programming for young people who, by their own interests or for other intervention needs, elect such options. These programs often are limited in their availability and frequently are incapable of responding to the growing number of young people who are dysfunctional and unresponsive to traditional educational settings. Many of these programs need expansion and new ones need development.

Of particular importance is the need for programs for children who cannot be permitted to remain in traditional school settings because of their behavior toward other young people. To be possible, such programs may need to be developed regionally. These programs must reflect the joint educational, interventional and disciplinary needs of the student. Without the development of programs which can be a possible alternative to expulsion for some situations, many of these young people will be lost to immediate rehabilitation efforts.

This emphasis on a well-developed continuum of alternative education services may be the single most important factor in successful education-intervention for large numbers of young people who are likely to fail in present educational programs.

Finally, regulations that govern the suspension and expulsion of students and mandate attendance in alternative education programs require further development of such alternate placements to avoid the compromise to other young people's safe environment.

*Early childhood programs*

Perhaps the strongest and most universally held belief by participants in this effort is the belief that the ability to affect future generations of children rests upon our commitment to succeed with them at an early age. Strong prevention programs, development of home value systems and assurance of early educational success are the only real hope for long-term solutions.

There is clear indication, even respecting differences in statistics, that many young preschool and early childhood programs are not available to large numbers of children who are eligible. Recent census data shows growing numbers of American children living in poverty and many who are literally left to self-care. It is a national problem, beyond the scope or mission of schools, but it does directly affect the child's probability of success. It is a problem for public and private commitment and cooperation.

*School and community cooperation*

Violent behaviors by young people in school buildings cannot be isolated from the increasing violence in the homes and communities where these young people grow up. Conflicts from the community are frequently brought into the school. The availability of weapons and drugs in the community increases the likely incidence of related behaviors in the school.

A growing percentage of families that are either unwilling or unable to provide personal value and support systems results in larger numbers of young people arriving at the schoolhouse door in distress. Many are at risk of failing to develop attitudes conducive to academic success and personal responsibility. Many children's problems, which originate prior to and outside of the school, clearly affect the educational process and require a response that unites the resources of schools, pubic support agencies and the community itself.

While each community needs to determine for itself how such a network, coalition or team would organize and function, the success of many community coalitions working on substance abuse have the potential for an effective action model. These community coalitions have included schools, parents, police, mental health and mental retardation social service agencies, the business community and the courts.

Simply stated, unless individual communities decide to organize and mobilize local resources to change community expectations and youth behaviors, it is likely that schools, working alone, will fail. The power of local communities, united and committed to local strategies developed for their children's future, is an American model of community which has worked before and can work again.

*Management of school buildings*

Each school administration is responsible for a physical environment that is safe for its students, managing both preventable injury and personal safety against criminal acts committed by other students or outsiders. This obligation includes supervision for the movement of people, issues of construction and design, application of telecommunications and technology, and the development of personnel trained in security issues.

The obligation to provide a safe environment is often complicated by the wide range of after-school activities and public events that occur in schools. It would be relatively easy to develop tightly controlled environments. It is more difficult, however, to balance the necessity for a secure environment against the need for a desirable educational environment. At times these competing goals will require difficult choices.

*Staff development*

Specific informational and training needs for teachers, principals and other school staff were repeatedly identified by organizational representatives. Training should be addressed both in pre-service education and by individual school divisions within staff development programs. The potential of statewide and regional resources, training materials and teleconferencing may be particularly helpful.

Mediation and conflict resolution skills appear to be increasingly important, especially for classroom teachers who have the first opportunity to work with young people in control/conflict situations. In rapidly changing school communities, staffs are facing a larger number of young people from diverse ethnic and cultural backgrounds. Teachers need to have clear insight into the cultural milieu of students they teach. Additionally, such insights are important for communication with parents of the young people if the home-school link is to be strengthened.

This appreciation of diversity and the need for school/classroom management skills and instructional strategies for working with disruptive youth were the two themes most often repeated by students who were interviewed or participated in this process.

Many young people, particularly those from ethnic, national and cultural minority groups within schools, frequently believe that school staff do not "understand" them. They particularly are concerned about expectations which they feel are inappropriate and that they do not share. If segments of student bodies and parents perceive that staff members are insensitive or lacking insights into their needs, the ability of schools to support and plan for the students' educational needs is seriously compromised.

### *Developing social skills*

A school's curriculum is the plan of action for students. As such, it is imperative that it constantly reflect students' fundamental educational needs. As their circumstances alter, so must the schools response.

Changing environments have made it even more important for schools to be effective in teaching children fundamental skills in human relations, citizenship and personal responsibility. Each of these components is routinely found in school curricula. What has been suggested is that a more focused and concerted effort may be needed to strengthen and provide applied learning in these areas for all children.

It is increasingly evident that in a competitive social environment young people also need to learn teamwork and mutual responsibility. It may be that the social studies and related curriculum areas need to assist children to apply concepts of civic responsibility in a more direct fashion than presently is done.

In addition to curricula outcomes in this area, it is extremely important for young people to develop the personal skills of conflict resolution, ethnic and cultural insights, and those common principles of character and trust which serve as the "glue" of a society. Children must understand that these commitments support rather than hinder the development of a responsible personal value system in a free society. Schools must be certain that their curricula train children in these values, which is a very different commitment from simply instructing young people about them.

### *Comprehensive safe school legislation*

The committee recommends that the 1993 session of the Virginia General Assembly pass a comprehensive safe school legislative program to include, but not be limited to, recommendations submitted in this report so as to provide an opportunity for other service agencies and the general public to address this most important commitment to our communities.

These recommendations represent a consensus of thought and focus. With guidance and support, these practical steps can enable schools to become safe places. If schools are not free of violence and potential harm, they will be free of an environment conducive to learning. If students and staff do not feel safe, then English, math, science and social studies are moot exercises.

*Excerpted with permission from* Violence in Schools, *© Virginia Association of School Superintendents (VASS), 1992. Complete copies of this report are available by contacting VASS, 405 Emmet Street, Charlottsville, Virginia 22903, 804/924-0538.*

## Specific recommendations

Summit recommendations included specific suggestions for action by schools, communities and the Virginia legislature. For example, the participants recommended that the General Assembly of Virginia pass legislation that would result in the following outcomes regarding weapons:

- Reduce the availability of handguns to minors.
- Re-examine and strengthen penalties included in the *Code of Virginia* for illegal use of handguns, including:
  - Furnishing firearm to a minor.
  - Recklessly leaving a loaded, unsecured firearm so as to endanger the life/limb of a child under the age of 14.
  - Limiting local ordinance fines not to exceed $100 if a minor possesses a loaded firearm in public place or on a public highway.
  - Possessing taser or dangerous weapons on school property, property open to public for school activities or school bus.
  - Willfully discharging a firearm in a public street ... in a place of public gathering.
  - Willfully discharging or brandishing a firearm or facsimile in public, so as to reasonably induce fear of injury on school property or within "school zone;"
- Unlawfully using or possessing handguns by juveniles. Loss of driving privileges for at least 30 days.
- Eliminate from communities certain paramilitary and automatic-type weapons that have no reasonable sporting and defense use by citizens of Virginia.
- Require that retail gun sellers provide specific information to gun purchasers about firearm laws and the safe handling and storing of firearms.

Harington, M. R., & Straussner, J. (1993, Fall). Coping with conflict in high schools. *School Safety*, pp. 29 - 30.

**REPRINTED WITH PERMISSION OF THE NATIONAL SCHOOL SAFETY CENTER**

BY MARGARET R. HARRINGTON AND JOEL STRAUSSNER

*Focus on communication, cooperation, consensus and creativity empowers both professionals and students to develop effective strategies to deal with vastly complicated social issues.*

# Coping with conflict in high schools

During these times of increasing violence when individuals frequently resort to aggressive behavior, alternative methods of expressing feelings of hurt and anger need to be developed. As educators, we must provide adolescents with appropriate supports and opportunities before they reach explosive states of behavior or find themselves in the midst of a crisis that could result in violent behavior from one or all of the participants.

At the Queens Public High Schools in New York City, a districtwide intervention philosophy has developed for coping with potentially violent situations. This philosophy is preventative in scope and enables trained professionals to react to any emergency situation.

The interventions are on a continuum ranging from indirect, peer-oriented programs to direct involvement by a core group of professionals (see box on next page). The professionals are trained in mediation/conflict resolution skills geared to immediate response in explosive and potentially violent situations. The group includes teachers, psychologists and guidance counselors. They are available at designated centers in their home schools and are also members of a mobile team that intervenes in an emergency at any high school in the borough of Queens.

*Margaret R. Harrington, Ed.D., is superintendent for Queens High Schools. Joel Straussner, Ph.D., is the supervisor of school psychologists and special education guidance counselors for Queens High Schools, New York City.*

### Peer groups provide support

The peer-oriented program, called SAVINGS (Students Against Violence, Injustice and Guns), was piloted in May 1992, and is currently in all 26 high schools in the borough. SAVINGS is structured like the SADD (Students Against Driving Drunk) program. Each high school has a support group that represents diverse student groups. They meet to share experiences and develop schoolwide action programs that encourage students to affirm their belief in nonviolent solutions to problems. SAVINGS also works collaboratively with other organizations in the community.

The goals of the SAVINGS program are supported by two different types of schoolwide activities. Not only does the program bring together students that are concerned about and affected by violence, but it also provides a variety of activities in school and throughout the borough that focus on anti-violence themes. SAVINGS has both academic and nonacademic components that are designed to heighten the awareness of the entire school community about the issue of violence. For examples, SAVINGS has an English curriculum component, and SAVINGS has sponsored a districtwide art contest and exhibition.

SAVINGS has also initiated a revamping of current student leadership classes. Traditionally, these classes had been designed for the best and the brightest students, who received service credit while participating in school fund-raising activities. This is no longer the case. Student leadership programs now develop the leadership abilities of a broad range of students. Leadership groups, representing the entire school population, are organized around the themes of anti-violence and violence prevention at school. In addition, two student leaders from each school are selected to be part of a districtwide student leadership council that also addresses these issues.

### Mediation centers in high schools

Additionally, the superintendent's office is in the process of establishing mediation centers operated by trained, school-based staff and students in every high school. These centers mediate conflict-related problems between various constituencies at the school level, such as student to student, teacher to teacher, student to teacher and parent to student.

As a result, students and staff have immediate access to trained peers who are familiar with their school's characteristics. Conflicts can be directly and quickly resolved. In this process, staff members also serve as role models for their peers by demonstrating more effective ways of

***REPRINTED WITH PERMISSION***

solving conflicts.

This approach also includes the integration of regular and special education mediation teams. The support staff — which includes psychologists, social workers, educational evaluators, service providers and team paraprofessionals — and the special education teaching staff are in key positions to utilize mediation techniques. Special education students often need to improve their abilities to respond to interpersonal situations, and mediation may facilitate their development in this area.

Staff members can use mediation approaches in a variety of interpersonal situations, including training teachers to resolve conflicts that occur during parent/teacher conferences and using these techniques in counseling sessions to teach special education students to resolve their own conflicts. Furthermore, these staff members supplement the activities of the mediation teams working in the mainstream.

### Mobile team responds to crises

The Queens High School district also maintains a Crisis Response/Conflict Resolution Mediation team. This team consists of 20 trained staff and students who intervene in a crisis at any high school in their jurisdiction. By providing counseling and intervention, the team minimizes the impact of emergencies, such as the death of a student or staff member or a conflict within the community or school that polarizes groups.

The team works with school, community and central board staff to mobilize student resources. They provide for the appropriate expression of grief or conflict and develop improved channels of communication to prevent future problems. This team has responded to potentially disastrous schoolwide conflict in a positive and effective manner.

For example, in the spring of 1992, a student was shot in the presence of hundreds of students on the street outside of a large high school. The Crisis Response Team mobilized, and the next day it began working with school guidance staff and the principal to respond to the crisis. However, at another school, 60 friends of the slain youth abruptly walked out and threatened to get guns to avenge the death of their friend. Additionally, the angriest students were beginning to view this situation as a racial issue.

The Crisis Response team, along with the principal, key school staff and other outside resources, was able to successfully resolve the problem. More importantly, the school began to be more responsive to what students experience as well as more sensitive to students' role in resolving intergroup conflicts. These activities kept the situation from deteriorating into a cycle of vengeful and violent activities, transforming it into a positive dialogue between students and school personnel.

Conflicts are being reduced in a variety of innovative ways throughout the district. Support for the SAVINGS program and Conflict Resolution team is embedded in the district philosophy. The focus on communication, cooperation, consensus and creativity empowers both professionals and students to develop effective strategies to deal with vastly complicated social issues. Training and development activities for the entire school community support, encourage and reinforce the improvement of the quality of life in our schools.

**Continuum of Prevention**

**Indirect Intervention** ------------------------------------------------ **Direct Intervention**

| | | |
|---|---|---|
| SAVINGS<br>Students Against Violence Injustice and Guns | School Mediation Teams at each school | Crisis Response/Conflict Resolution Mediation Team |
| • Teacher Advisor<br>• Students | • School-Based Trained Administrators<br>• School-Based Trained Staff<br>• Trained Students | • Central Board Staff<br>• Community Agency Groups<br>• Superintendent's Staff/ Coordinators<br>• Trained Administrators and Students from Districtwide Pool |

Northwest Regional Educational Laboratory (1994, February/March). Making schools safe [Special issue]. *Northwest Policy*.

**MATERIAL NOT COPYRIGHTED**

NORTHWEST

NORTHWEST REGIONAL EDUCATIONAL LABORATORY / FEBRUARY-MARCH 1994

## THIS ISSUE: MAKING SCHOOLS SAFE

# Bulletproof: Guns and Violence in School

**And you tell me over and over and over again, my friend That you don't believe we're on the eve of destruction.**

**—"Eve of Destruction," 1965 Singer/songwriter Barry Maguire**

Chances are that the good old days frequently invoked by politicians and pundits, weren't.

As author Stephanie Coontz notes in her book *The Way We Never Were*, "The actual complexity of our history—even of our own personal experience—gets buried under the weight of an idealized image."

It's too easy to look back to the 1950s or other eras and claim that children were disciplined, eager to learn, and safe in their classrooms and homes. Remember the bomb drill? Elementary school students shunted from sun-splashed classrooms to darkened hallways where they would sit on the floor and tuck their heads between their knees. Then they'd wait for The Big One to go off. It was a sign of the times—those wondrous 50s when life was good, the enemy was clear, and nuclear annihilation could be prevented through disciplined participation in a bomb drill.

Schools no longer do that. The nuclear bomb threat of the 50s has given way to new forms of terror in the 90s. Now, schools prepare for hostile invasions, for gun-wielding assailants who threaten students and staff, for child abductors, and teacher haters. Student shakedowns are routine, and metal detectors—once the exclusive domain of airport officials' attempts to prevent terrorism—are becoming commonplace in middle and high schools.

Frequently, we hear that it is the "breakdown of the American family," the "loss of traditional family values," or the "dissolution of the family" that is at the heart of society's problems. The implication is that if we could just "fix" the family everything else would fall into place.

But the violence that plagues society is occurring in a much larger context, one that involves changes in our political, social, economic, scientific, and educational structures. To assume that we can go back to move ahead defies the changes that have occurred, the context in which previous generations lived, and the fact that what we fondly remember was not what actually existed.

"At first glance," writes Coontz, "it may seem depressing to think of our current family problems as part of a much larger socioeconomic crisis. But surely it is even more depressing to think that the problem is caused by people's rotten values or irredeemable selfishness. That kind of analysis leads people to give up in despair.... Seeing our family pains as part of a larger social predicament means that we can let ourselves—or our parents—off the hook.... Most people who come to this conclusion do not use it as an excuse for complacency; instead, they find that it frees valuable time and energy for figuring out what they can actually do to help solve the problem."

Families alone cannot solve the problems of violence among young people. Neither can the government nor the workplace nor the schools. But schools are a critical link in a child's life, a place where all children go or have been. "There is little educators can directly do to correct the economic and social problems," Bernard K. Friedlander writes in *Flight From Schooling*. "But we can confront the violence: We can understand it; we can counteract

### NEW LOOK

Welcome to the updated *Northwest Policy*. Our new design, created by Dan Stephens of the Renaissance Group in Portland, reflects the Laboratory's endeavors to make educational R&D ever more accessible and useful to Northwest educators. Repackaged in a more contemporary format, the newsletter will continue to bring you reports on issues and useable research for policymakers.

it with the strength of informed policies and practices; and we can give our students justified confidence that they are personally safe from harm when they are in our care."

### Guns and More Guns

There's no doubt about it: Violence among schoolchildren and other young people has increased dramatically in recent years. "Violence against students and teachers in our nation's schools has now reached epidemic proportions," notes the Office of National Drug Control Policy in a 1993 report, *Breaking the Cycle of Drug Abuse*.

② The Educational Fund to End Handgun Violence reports that teenagers murdered by firearms doubled between 1985 and 1990. During that same time period, the number of 15-year-old males charged with murder increased by 217 percent. The organization also found that more than 100,000 students take a gun to school and that 13 children under the age of 19 are shot to death each day; an additional 98 kids are injured by gunfire daily. Other estimates of gun-toting students run as high as 568,000—a rate of about one in every 20 students who carries a Raven pistol, a Smith & Wesson .38-caliber revolver, or other firearm to school.

A Justice Department survey of 10 high schools in California, New Jersey, Illinois, and Louisiana found that 22 percent of 758 male students possessed guns and that 12 percent said they carried their weapons routinely. The survey, *USA Today* reported last month, also found that 83 percent of 835 juvenile offenders in six juvenile detention centers had carried guns.

"If action is not taken soon to rescue the children trapped in this ever-increasing cycle of violence, then the United States is at risk of losing an entire generation," note the authors of *Kids and Guns: A National Disgrace*. "The victims will not only be those who were killed, but also the survivors, scarred by growing up in virtual war zones."

"VIOLENCE AGAINST STUDENTS AND TEACHERS IN OUR NATION'S SCHOOLS HAS NOW REACHED EPIDEMIC PROPORTIONS."

Breaking the Cycle of Drug Abuse

School safety was among the top concerns of the nation's governors when they crafted the six national education goals in 1990. Goal 6 (Safe, Disciplined, and Drug-Free Schools) states: "By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

Efforts to curb violence and create safe schools have increased. There currently are five bills before Congress that would earmark funds for school safety and drug-free schools and communities. Already, money available for drug programs may be spent on school safety training and procedures when the issues are related.

However, pending anti-crime legislation also calls for more police officers on the street; boot camps for kids; a ban on possession, sale, or transfer of guns to juveniles; additional jail space for kids; and extending the death penalty to children as young as 13 who commit serious violent crimes. The crime prevention package has sparked debate among get-tough proponents and educational reformers.

"Boot camps and gun control and added police on the streets are all fluff," Robert Rector, a senior policy analyst for the Heritage Foundation, told *Youth Today*, a national publication about youth issues. "What we need is more prison space."

James Fox, dean of the College of Criminal Justice at Northeastern University, disagrees. "We've tripled our prison population over the last decade, but there's been no corresponding downturn in crime," he says. "And when it comes to prison space, we've long found that, if you build it, they will come." Adds Deborah Prothrow-Stith in her book *Deadly Consequences*, "Today we have more people in prison than ever before. If punishment were a deterrent, then the number of crimes being committed in our society ought to be declining. FBI statistics indicate just the opposite is true."

Surveys indicate that violence and other crime in and around schools is escalating. Consider, for example, that:

- One out of every five high school students now carries a firearm, knife or club to school on a regular basis
- One-half of all violent crimes against teenagers occur in school buildings, on school property, or on the street
- Shootings or hostage situations have occurred in schools in 35 states and the District of Columbia
- Nearly 45 percent of all teachers report that student misconduct interferes substantially with their teaching
- Between 1980 and 1990, murder increased 87 percent and aggravated assault 64 percent; among children under the age of 18, homicide by firearms rose 143 percent from 1986 to 1992
- Twelve percent of crimes in school buildings were committed by an offender with a weapon
- For every youth killed by a firearm, roughly 7.5 times that number are shot but live

Many believe that drug use and drug trafficking are at the heart of the increase in youth-related violence. "We must continue to explore the interrelationships between drugs, violence, and the ability to learn," notes the Office of National Drug Control Policy. "If our public schools must first concern themselves with security, learning takes a back seat."

The Minneapolis-based Johnson Institute reported last year that school behaviors such as vandalism, violence, and truancy are "far more interrelated with student use of alcohol and other drugs than has previously been measured." Furthermore, the negative behaviors affect a school's educational climate even when the drug use occurs outside the school grounds, the institute found in a nationwide survey of 32,000 students.

Survey results revealed that students who were problem users of alcohol and other drugs were over twice as likely to get into physical fights as non-users, three times more likely to be truant from school, twice as likely to have trouble concentrating in class, nearly four times as likely to commit vandalism, and five times more likely to report ne[illegible]tive school attitudes and behaviors. "We need to help school administrators use local data to mobilize the entire community—parents, school board members, city council members, juvenile justice professionals—in a coordinated, integrated prevention effort," says David Wilmes of the Johnson Institute.

In addition to drug prevention programs, policymakers need to consider the adverse effects of violence in the mass media and the proliferation of handguns and other weapons in their efforts to curb violence. Consider, for example, that there are an estimated 211 million firearms in the United States. In 1992, 15,377 people were killed in firearm homicides, and more than 80 percent of the deaths—12,489 people—were slain with handguns. The vast majority of homicide victims—11,626 people—were under the age of 30.

The mass media has also been implicated in the increase in violence. After all, a channel-hopping couch potato can find it all on TV—from the crime-inspired 6 o'clock news to MTV videos to violent superheros to the steady stream of advertisements that glorify the macho male and the sex-kitten female.

Research indicates that by the time most children reach the age of 18, they will have watched 250,000 acts of violence. Research also shows that what kids watch on TV is the best predictor of violent behavior, not their family structure, class, or education.

"The accumulated research clearly demonstrates a correlation between viewing violence and aggressive behavior—that is, heavy viewers behave more aggressively than light viewers," write the authors of *Big World, Small Screen: The Role of Television in American Society*. "Children and adults who watch a large number of aggressive programs also tend to hold attitudes and values that favor the use of aggression to resolve conflicts. These correlations are solid. They remain even when many other potential influences on viewing and aggression are controlled, including education level, social class, aggressive attitudes, parental behavior, and sex-role identity."

TV isn't the only culprit: Many big screen movies, magazines, newspapers, and computer games package violence as if it were a sporting event.

## Poverty Violates Children

There are other injustices inflicted upon children that too often set in motion a cycle of poverty and despair that can result in yet more violence. Consider the words of Marion Wright Edelman, founder and president of the Children's Defense Fund: "Every morning, as we wake up, 100,000 American children wake up homeless," she writes. "Every 13 seconds, as we get out of bed, an American child is reported abused or neglected. Every 32 seconds, about the time it takes us to walk to the kitchen and put on the coffee, an American baby is born into poverty. Every 14 minutes, while we shower and brush our teeth, a baby dies in America. Every 64 seconds, while we lock our doors and head for work, a baby is born to a teenage mother. And every 13 hours, before we go back to sleep at night, an American preschooler is murdered."

Poverty, Edelman says, is a form of violence that often goes unrecognized. "The number of American children who are poor—13.4 million—is greater than the entire population of Illinois, Pennsylvania, or Florida. If Florida were devastated by a natural disaster that left all of its citizens poor, the nation would recognize a state of emergency and pull together to save the state. It is time to apply that same national will and strength of values to saving our children."

## Schools Also a Haven

The idea is to assist schools and communities with creating drug-free and safe environments in which students can learn and thrive. "If any place in our community is gun-free and drug-free, it must be our schools," the Office of National Drug Control Policy report notes.

It is also important to remember that for many children school is a safe haven, a familiar and friendly place to learn, to socialize, and to grow intellectually and emotionally. In ***Voices from the Future: Our Children Tell Us About Violence in America***, Naomi, a 17-year-old lesbian and recovering alcoholic, says, "School was my church, it was my religion. It was constant, the only thing that I could count on every day...I would not be here if it was not for school."

And so it is for thousands of children and young adults nationwide. The key, then, is to build upon the security that children find in their schools, to develop curriculum that focuses on nonviolent conflict resolution, to allow children to participate in establishing rules of behavior and systems of justice that address conflicts, to involve the community when addressing school safety, and to create a safe environment so children can learn, work, and play free from threats of violence and intimidation.

## THE STATS ON CHILDREN IN THE NORTHWEST

| | Alaska | Idaho | Montana | Oregon | Washington |
|---|---|---|---|---|---|
| Child death rate<br>Ages 1-14 (per 100,000 children) | 38.5 | 34.5 | 28.2 | 28.9 | 27.9 |
| Juvenile violent crime arrest rate<br>Ages 10-17 (per 100,000 youths) | 207.0 | 362.0 | 104.0 | 274.0 | 354.0 |
| Percent graduating from high school | 65.9 | 76.7 | 86.4 | 71.1 | 74.7 |
| Teen violent death rate<br>Ages 15-19 (per 100,000 teens) | 101.7 | 84.5 | 96.8 | 72.6 | 64.5 |
| Percent children in poverty | 26.7 | 16.9 | 21.6 | 14.8 | 12.9 |

*Source: Kids Count Data Book, 1993*

job training, and other services to troubled youth.

The district's violence prevention programs, according to a report compiled by the Council of the Great City Schools, include a gang response team, teaching of refusal skills, diversity training, and conflict resolution and conflict managers.

Sundermann emphasizes that a multiple approach to violence is essential. "We can't just focus on guns and acts of violence that make the front pages," he says. He and others call for school safety programs and curriculum efforts that begin in elementary grades and continue through high school. "We need to look at conflict management in the lower grades, at bullying and at sexual harassment. We must help children honor one another, develop systems of justice, and build mutual respect."

At the same time, Sundermann adds, there must be consistent and swift penalties for students who violate others. In Chicago, for example, only 6 percent of 200 violent incidents perpetrated by children were reported to law enforcement. "If a kid commits a crime, it has to be reported to the police," Sundermann says. "Otherwise these kids are getting a mixed message."

## Curriculum, Crises, and the Community

School safety policies should address the need for students to learn how to manage conflict in a nonviolent way (prevention), provide teachers and students with the skills to intervene when violence flares up (intervention), and prepare teachers, administration, support staff, and students for a crisis (emergency). "There must be something in place to respond to an emergency situation," Sundermann says. "How do we let everyone in the building know of the crisis? Who is going to deal with the media? What procedures are in place to make sure that kids are safe? If somebody comes into the school with a gun, what do kids and teachers and support staff do? There has to be a plan. What is the emergency code and is everyone aware of it?"

### SAFE SCHOOLS

Characteristics:

- Sensitivity and respect for all
- Clear expectations of administrators, teachers, students, and parents
- Environment of nonviolence
- Student participation and bonding
- Support and recognition for students, teachers, and parents
- A sense of community on campus

At the same time, schools need to address the day-to-day activities and incidents that go on in their buildings. "There also has to be a comprehensive program of prevention," Sundermann says. "There is an obligation for administrators to have a procedure and to make sure people understand the procedure."

In her book *Deadly Consequences*, Deborah Prothrow-Stith says successful conflict resolution programs share certain ideas:

- Conflict is a normal part of human interaction
- Most disputes do not have to have a winner or loser—win/win is the ideal way to resolve most disputes
- People who take the time to explore their prejudices can learn how to get along with (and enjoy) people whose backgrounds are different
- Children and adults who learn how to assert themselves nonviolently can avoid becoming bullies or victims
- The self-esteem of children will be enhanced if they learn to build nonviolent, nonhostile relationships with their peers

In developing any plans for a school or district, the community must be involved. "Parental involvement is critical," says Judy Johnson, director of the Western Regional Center for Drug-Free Schools and Communities. "Schools need to build in a meaningful role for parents that is more than calling them in when their kid is in trouble. And we need to build links between schools and law enforcement and the courts."

This can be a daunting prospect for school personnel already stretched thin by classroom and other responsibilities. But to ignore violence—or the potential for violence—is to foster it. "Once we acknowledge the possibility of violent crime, we can reestablish more realistic feelings of safety by taking measures to protect ourselves," writes Joan Gaustad in *Schools Respond to Gangs and Violence*. "School systems that do not report existing dangers place both students and staff at risk by giving them a false sense of security."

Elements of successful schools form a solid foundation for safe schools as well. Schools that embrace diversity, that build resiliency, and that provide anger management, peer mediation, conflict resolution, and alternative education programs are in a strong position to build safe schools. Youth and community service programs also can build student self-esteem and problem-solving skills. "The place to start," says Johnson, "is to define a safe school climate and get people to understand that they can have control of the type of school they want."

In her report on gangs and violence, Gaustad summarizes five important steps in combatting school violence:

1. Acknowledge the existence of school violence, or the possibility of its developing
2. Plan ahead for all reasonable contingencies
3. Develop written policies and clearly communicate them to staff and students
4. Train staff (and students, if applicable) in techniques for applying those policies
5. Cooperate with the community and other agencies

In the long run, she says, curriculum efforts that teach children to respect others and to resolve conflicts nonviolently hold the most promise. The problem, she adds, is that budget restrictions could force districts to look for quick fixes that focus on punishment over education.

"The teaching of prosocial skills is an exciting and promising preventive strategy and may be the nation's best hope in the long run," Gaustad writes. "Unfortunately, since it is a long-range strategy, methods of suppression and control will continue to be necessary for years to come. It would be tragic if budget constraints forced school districts to choose suppression over prevention, instead of embracing both methods of curbing violence."